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ABSTRACT

Designed to complement and enrich the existing career education program in the Newark (Delaware) School District, the project reported here was an effort to develop a model that was easily transportable and could be implemented with minimal funding. Objectives were to comprehensively define the existing K-12 career education program in the Newark (Delaware) School District, provide for significant increase in community involvement, identify program gaps to be addressed, define implementation procedures, and develop and identify instructional resources and materials to support classroom activities. The body of the report (26 pages) describes goals and objectives of the project, provides general information, district perspective, curriculum development, orientation, and results and accomplishments of the community, guidance, curriculum, and dissemination components of the project. The following appendixes make up the remainder of the report: Newark School District K-12 Model for Career Education and Goals and Recommendations for Implementation of Career Education K-12 (32 pages); Student/Teacher Participation by Grade and School Year; Educational Resources Association (ERA) Descriptive Materials; Career Education Advisory Council; Guidance Development Plan; Guidance Development Component Sample Materials; and Format Guidelines for Curriculum Development. (TA)

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FINAL REPORT

Project No. V0001VW

Grant No. OEG-0-74-0955

Career Education Instructional System

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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March, 1977

OE 011 907

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FINAL REPORT SUMMARY

Period Covered

January 2, 1974 - March 31, 1977

Goals and Objectives

The project components were designed to complement and enrich the existing career education program in the Newark School District. The culminating goal of this project was to define a comprehensive K-12 operational model for implementing career education. It was the intent of the project to develop a model that was easily transportable, and one that could be implemented, either in part or in its entirety, with minimal funding.

The broad management objectives were developed to facilitate broad based community involvement; extensive school, teacher, and student participation; and dissemination of locally developed models and instructional materials. These objectives were as follows:

A. Given the opportunity, time and funding necessary for continued involvement of the total community (business, industry, education, parents, and students) in the on-going development of the Career Education Instructional System, community participants will be able to:

   1. Provide advisory services through participation as members of the Career Education Project Advisory Council.

   2. Directly participate in program development by serving as members of elementary, middle, and high school Career Education Ad Hoc Committees.

   3. Serve as resource consultants to career program development teams and career related classroom activities.

B. Given the opportunity, time and funding necessary for continued development and implementation of a kindergarten through grade twelve Career Education Instructional System, project participants will be able to:

1. Develop guidelines for career related curriculum development at the elementary, middle and high school levels.

2. Develop career related programs to be implemented at the elementary, middle, and high school levels. These programs will include: (a) performance objectives, (b) student activities, and (c) academic-vocational interdisciplinary approaches.

C. Given the opportunity, time and funding necessary to maximize distribution of Career Education Instructional System information, project coordinators and participants will be able to:

1. Prepare sufficient copies of prepared materials for dissemination.

2. Disseminate prepared information through the Newark School District and the State Department of Public Instruction.

3. Provide technical assistance to new project participants.

Procedures

The K-12 career program in the Newark School District provides for three major areas of emphasis: (1) community interaction, (2) curriculum and guidance development, and (3) dissemination.

Community interaction has occurred via the establishment of an advisory council, curriculum task forces, and classroom activity participation. The advisory council is composed of educators and representatives from the community, business and industry, and the State Department of Public Instruction. It provides overall direction and recommends career education policy to the superintendent and the Board of Education. Three task forces, whose composition was similar to that of the advisory council, developed comprehensive goals and recommendations for implementing career education at the elementary, middle, and secondary levels.

School and teacher volunteers were identified for the purpose of developing curriculum which included one or more of the following concepts: youth activities, interdisciplinary procedures, a career theme, and performance objectives. The materials were developed according to the organizational and philosophical pattern of each school. This approach resulted in alternative materials and

strategies for implementating career education at each grade level. Materials developed by each volunteer teacher were field tested by the teacher/developer. Follow-up to the field test experience included refinement and editing of the materials for the purpose of packaging and dissemination.

Refinedcurriculum materials, models, and processes have been packaged into grade level books, disseminated to each K-8 teacher in the District, the State Department of Public Instruction, ERIC, the Office of Career Education, and to each school district in the State of Delaware.

Results and Accomplishments

The Newark School District has achieved the objectives of its exemplary project entitled "The Career Education Instructional System." These results were achieved through the combined efforts and commitments of teachers, counselors, coordinators, the Advisory Council, the State Department, administrators, and the Newark/New Castle County Community. The following findings indicate the degree that project objectives were achieved.

1. Board of Education Resolution: The Newark District Board of Education unanimously passed a resolution declaring career education "one of the major goals" of the District.

2. Educational Resources Association: The District CE Advisory Council was responsible for the implementation of a joint business/education project entitled Educational Resources Association (ERA). ERA developed a comprehensive catalog of community resources and coordinates the use of these resources in the entire State of Delaware.

3. Newark District Career Education Advisory Council: The Council has been operational since the beginning of the project. It has assisted the District in defining the career program, securing community resources, and promoting career and vocational education in the community.

4. Curriculum/Guidance Development: Curriculum materials, covering grades K-8 have been developed, refined, and disseminated throughout the District and State. Guidance materials also have been developed, are in the process of

refinement, and will be disseminated also. Over 200 curriculum and guidance units were developed in workshop situations by approximately 200 teachers and counselors.

5. Student Participation: Approximately 7,000 of the 16,000 District students have interacted with District career education programs resulting directly from this project. Many additional students have been exposed to career programs as a result of in-school cooperative sharing efforts by District staff.

6. Dissemination: Copies of refined materials (K-8) have been packaged by grade and subject and disseminated to every teacher (K-8) in the District, copies provided to every district in Delaware, and materials provided to various national agencies. Project staff has also conducted numerous inservice programs throughout Delaware.

Evaluation

The third party evaluation of the CEIS Project was conducted by Educational Testing Service (ETS). Initially, ETS met with the project staff to define an evaluation design for the project in terms of the goals and objectives stated in the proposal. This design was superseded during the first year by guidelines for evaluating Part D projects developed by Developmental Associates.

ETS revised its evaluation design in accordance with the new guidelines. The interactive process of evaluation was employed by the evaluator throughout the preparation and execution of the study. ETS staff met with project staff, teachers, and administrators in an effort to develop or identify appropriate instruments to measure those aspects of each component that would reveal the extent to which objectives were being achieved.

A comprehensive management plan which delineated the broad management goals into specific measurable tasks and activities was developed by the project staff. This plan became the basis for gathering data which was used by ETS for both formative and summative reporting to the District.

Conclusions and Recommendations

The following conclusions and recommendations are submitted regarding each component of this project:

A. Community Component

1. Significant community involvement is an essential component of a successful career program. The community is interested, cooperative, and desires to participate.

2. A CE advisory council should be initiated by districts desiring broad community involvement. Members of the Council can make resources available to teachers and students that are typically unknown or inaccessible.

3. A clearinghouse or similar agency be established that provides teachers easier access to community resources. Ease of access stimulates teacher use of community resources. The clearinghouse also controls use of community resourses so that no resource is overused. This increases community willingness to participate.

B. Curriculum and Guidance Component

1. Provision of time for teachers and counselors to develop career instructional materials is necessary for defining proper approaches for infusing career education into the curriculum.

2. Specific "hard sell" strategies for implementing career programs are not well accepted by students. Infusing career education concepts into the regular instructional program appears to be a better strategy.

3. The greatest acceptance for implementing career education initially occurred at the elementary and middle school levels. This was probably due to the more general nature of the instructional programs at these levels.

4. The initiation of career programs at the high school level may best be accomplished via a guidance program. As academic teachers began to understand the "non-vocational" aspects of a career program, their enthusiasm and participation increased significantly.

5. Career exploratory programs, where students have the opportunity to visit community sites of interest to them, have become extremely popular with high school students. These experiences can range from one day to 12 weeks. Exploratory programs in the Newark District have increased from about 40 students on a one day exploratory experience to summer exploratory

programs lasting up to seven weeks, and the implementation of an experience-based career program as a total high school alternative. In just two years, student participation and interest in these programs has increased to approximately 400 students.

6. Current instrumentation for evaluating career education does not appear to be sufficiently discriminating in order to adequately measure specific career program objectives. Therefore, definitive conclusions regarding the efforts of career education programs are difficult to ascertain.

C. Dissemination

1. Teachers receiving copies of the career education instructional units have expressed enthusiasm regarding their applicability to their individual program.

2. Simple dissemination of materials to teachers does not appear to be sufficient for broad implementation of career education. Districts throughout Delaware that have provided teachers inservice time to plan for the utilization of these materials, appear to have achieved the greatest level of implementation.

3. Strategies need to be identified that can facilitate the adaption of successful components of exemplary projects within school districts throughout the State.

PROBLEM

Students, parents, business leaders, and school personnel are observing a growing gap between theoretical knowledge and the application of this knowledge in society. Students appear to be unable to correlate academic programs to the world outside the classroom. As a result, recent national statistics indicate that approximately 2 1/2 million young people per year are casualties of the educational process. These students are high school dropouts, college dropouts, and participants in "general" programs in the high school, and enter the job market with little or no training in an era when the need for unskilled workers is diminishing rapidly.

New educational strategies are needed which correlate educational activities with career opportunities. Educational programs must be developed which focus basic academic subjects around a career development theme. These programs must develop a positive work ethic, provide for career exploration activities, and appropriate career specialization.

The school cannot exist separate from the "real world." The total community must demonstrate serious involvement in both program development and program implementation. The resultant program would be one that would emphasize the dignity of work, provide for increased exploration of career opportunities, provide the student with a greater understanding of himself, and provide for career specialization as career decisions are made.

The Newark District had initiated many career and vocational programs according to the dictation of student needs. However, a comprehensive K-12 approach to career education had not been defined. Career awareness programs at the elementary level were minimal, career exploratory programs at the middle school level were varied and basically addressed special funded areas, and career education at the high school focused on cooperative work experience programs and vocational education.

There was a need to comprehensively define the K-12 career program, provide for significant increase in community involvement, identify program gaps to be addressed, define implementation procedures at all levels, and develop and identify instructional resources and materials to support classroom activities.

GOALS AND OBJECTIVES OF THE PROJECT

Goals as Stated in the Proposal

A. Given the opportunity, time and funding necessary for continued involvement of the total community (business, industry, education, parents, and students) in the on-going development of the Career Education Instructional System, community participants will be able to:

   1. Provide advisory services through participation as members of the Career Education Project Advisory Council.

   2. Directly participate in program development by serving as members of elementary, middle and high school Career Education Ad Hoc Committees.

   3. Serve as resource consultants to career program development teams and career related classroom activities.

B. Given the opportunity, time and funding necessary for continued development and implementation of a kindergarten through grade twelve Career Education Instructional system, project participants will be able to:

1. Develop guidelines for career related curriculum development at the elementary, middle and high school levels.

2. Develop career related programs to be implemented at the elementary, middle, and high school levels. These programs will include: (a) performance objectives, (b) student activities, (c) academic-vocational interdisciplinary approaches.

C. Given the opportunity, time and funding necessary to maximize distribution of Career Education Instructional System information, project coordinators and participants will be able to:

1. Prepare sufficient copies of prepared materials for dissemination.

2. Disseminate prepared information through the Newark School District and the State Department of Public Instruction.

3. Provide technical assistance to new project participants.

These management goals provided overall direction to the project staff. There was a need to identify the goals and objectives of a comprehensive district program in career education. These goals are stated in terms of student expectations and it is within this framework that project activities occur. The following definition and goals have been submitted to the Newark Board of Education, and adopted by the Newark District Career Education Advisory Council.

Definition of Career Education: Career education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness, and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Awareness: Elementary (K-5) goals and subgoals are:

GOAL 1: To develop in pupils positive attitudes about the personal and social significance of work.

SUBGOALS: To develop in pupils an awareness that:

1. The society in which we live is dependent upon people working.
2. Rewards and satisfaction can result when people work.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit both the individual and society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. Work has dignity and is worthwhile.

GOAL 2: To develop each pupil's self-awareness.

SUBGOALS: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.
2. People have differing abilities, values, attitudes and interests.
3. Occupations differ in their requirements and prospects.
4. Understanding and accepting oneself is a continuing development process which is influenced by experiences throughout life.
5. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: To develop and expand the occupational awareness and occupational aspirations of the pupils.

SUBGOALS: To develop in pupils an awareness that:

1. Some skill or training is necessary for all career choices.
2. All people can and should contribute their talents and capabilities to career or avocational endeavors.
3. People need to adapt to technological and sociological changes which create or eliminate work.

4. Environmental and cultural factors determine the kinds of career choices available.

5. A man's career affects his way of life.

GOAL 4: To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.

SUBGOALS: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.

2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.

3. Acquisition of fundamental competencies is necessary for future skill development.

4. Communication skills developed through basic subjects can lead to better interaction and job understanding.

5. Successful learning experiences in basic subject areas are fundamental to achieving career interests and making adequate decisions.

6. Variety in depth and types of skill development effects interdependency among people.

Exploration: Middle School (6-8) goals and subgoals are:

GOAL 1: To provide experiences for students to assist them in evaluating their interests, abilities, values and needs as they relate to occupational roles.

SUBGOALS: The student should be able to:

1. Engage in a variety of hands-on experiences--"creative activity, a designing activity, or a construction activity."

2. Experience success in his career activities.

3. Develop interpersonal skibls through participation in a variety of grouping situations.

4. Make positive and negative choices to help him discover his likes and dislikes.

5. Discuss his interests and abilities with a teacher or guidance counselor, based upon the results of interest inventories, aptitude tests, and other appropriate information.

6. Justify his career choices according to available evidence.

7. Recognize the social, economic, and personal importance of work.

8. Display a positive attitude toward work.

9. Practice the desirable habits that are required in the world of work (e.g., promptness, attendance).

10. Acquire possible life-long avocational choices or hobbies.

GOAL 2: To provide students with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for indepth exploration.

SUBGOALS: The students should be able to:

1. Investigate careers within the fifteen job clusters.

2. Select his own tentative career choices and/or career courses.

3. Consider the consequences of his career choices.

4. Investigate career alternatives existing within the community.

5. Recognize national and world-wide career opportunities.

6. Examine the characteristics and requirements of different careers (e.g., working conditions, educational and personal requirements, employment possibilities, socioeconomic status and life style).

7. Compare occupations in specific clusters with regard to their range, nature and relatedness.

8. Complie information about a specific career or occupation.

9. Distinguish between the professional, technical, and non-technical levels of careers.

10. Recognize the necessity for adaptability in a constantly changing technological society.

GOAL 3: To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

SUBGOALS: The student will be able to:

1. Demonstrate effective communication skills.

2. Demonstrate basic numerical skills.

3. Demonstrate manual-perceptual skills.

4. Engage in problem-solving and decision-making.

5. Develop effective work and study habits.

6. Develop consumer skills.

7. Describe the need for basic educational skills in the world of work.

8. Discuss the relevance of base subjects to future career possibilities.

Exploration and Specialization: High School goals are as follows:

GOAL 1: To provide indepth exploration and training in one occupational cluster leading to entry-level skill in one educational area and providing a foundation for further progress, leaving open the option to move between clusters if desired.

GOAL 2: To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.

GOAL 3: To provide guidance and counseling for the purpose of assisting students in selecting an occupational specialty with the following options: intensive job preparation, preparation for post secondary occupational programs, or preparation for a four-year college.

GOAL 4: To provide every student intensive preparation in a selected occupational cluster, or in a specific occupation, in preparation for job-entry and/or further education.

GOAL 5: To provide for placement of all students, upon leaving school, in either: (a) a job; (b) a post-secondary occupational education program; or (c) a four-year college program.

DESCRIPTION

General Information

The school district population is approximately 68,000, with a public school enrollment exceeding 16,000 students in grades kindergarten through twelve. The University of Delaware and corporations such as DuPont and Chrysler are major forces in the area.

Newark is an extremely diversified community with varied socio-economic levels, different racial and religious groups, and a broad range of professions and occupations represented in the population. Newark has a growing complex of light and medium industry, a variety of commercial enterprises, and large corporate installations such as the DuPont Company. These typically keep employment high, provide a sound tax base, and help maintain a stable local economy.

The purpose of this project was to develop and implement a K-12 Career Education Instructional System for the Newark School District and the State of Delaware. A three phase approach, closely aligned to the model presented by the U.S. Office of Education Bureau of Adult and Occupational Education in their pamphlet, Career Education: A Model for Implementation, is the foundation of the Newark system.

The three phases include the Awareness Phase (K-5), which emphasizes career awareness activities and the development of a positive work ethic; the Exploration Phase (6-8), which provides for systematic exploration

of career clusters; and the Exploration and Specialization Phase (9-12), which emphasizes in-depth cluster exploration and specialized skill development. An objective common to all three phases is to improve student performance by making subject matter more meaningful and relevant through unifying and focusing around a career development theme.

Development and implementation activities are occurring under the direction of a Career Education Advisory Council which coordinates its efforts with the Newark District. Ad Hoc Committees have established guidelines and objectives for curriculum development for each of the three levels. Career programs were piloted in six elementary, three middle, and all three high schools during the first year. Subsequent implementation has occurred in other schools at each level and on an expanded basis within the initial pilot schools.

The process utilized for planning and implementing project activities included the development of a management plan by project staff directly correlated to project goals; review of this plan by the District CE Advisory Council for program consistency; and review by Educational Testing Service (ETS), the project's independent evaluator, to insure consistency with project goals and evaluation design.

Recent concepts and innovations that are being incorporated into project activities include individualized instruction, performance objectives, interdisciplinary approaches, team teaching involving academic and vocational teachers on the same team, a focus upon career themes, and activity oriented programs.

The project has attempted to develop programs that unify and focus basic subject disciplines on a career development theme. This has resulted in programs that provide students more information about careers and about themselves, in addition to a more relevant curriculum.

The integration of youth activities into the regular instructional program is a basic strategy of the project. These activities must be related to the instructional program. Leadership development, civic awareness, career understanding, and social competence, the purposes of vocational student organizations, are tied to basic skill development when possible, and are essential to the full career development of every student.

District Perspective

Steps toward establishing career education were under way in the Newark District at the conception of the project. Programs such as career guidance and placement; work experience in the areas of distributive, office, agricultural, special education, and diversified occupations; and middle school exploration had been initiated through state and local support. However, these programs did not represent a comprehensive K-12 career education program.

The Career Education Advisory Council recommended that the tasks for implementing career education occur as follows:

1. Define goals and delineate these goals into working objectives at the elementary, middle and secondary levels.

2. Identify specific recommendations for implementing career education at each of these levels.

3. To the degree feasible, support existing career education programs consistent with the defined district K-12 model.

4. Identify programs to complement existing ones to complete the 6-12 model and support pilot efforts in these areas.

5. Initiate K-5 pilot programs in career education which previously had been developed only informally.

Tasks 1 and 2 were accomplished by three task forces. Significant involvement occurred by business, industry, and parents. Advisory Council members were instrumental in securing this substantial commitment. Initial plans called for each committee to function an average of 20 hours per month for up to a one-year period--if needed. All task forces completed their tasks within a six-month period. In their final report, each task force was requested to provide the Advisory Council a rationale for career education at their particular level, a delineation of the broad goals, recommendation for implementation, and the implications of a career program for their assigned level in the Newark School District.

Appendix A contains the Newark School District K-12 Model for Career Education compiled final report of the three task forces entitled "Goals and Recommendations for Implementation of Career Education in the Newark School District, K-12."

Curriculum Development

Curriculum development efforts have occurred in a manner consistent with the task force guidelines and according to a format outlined by the District Director of Instruction.

The longitudinal impact of project activities has been built into the entire philosophical and organizational approach to implementing career education in Newark. Simply stated, the project philosophy was that funds were provided for the instructional staff to develop appropriate curriculum and identify available resources. Programs requiring substantial supplementary funds for implementation purposes were not supported. To date all the career programs currently being implemented under CEIS sponsorship are operating through the utilization of existing resources and normal funding allocations for each school. The net result of this approach has been to maximize teacher involvement and minimize school dependency on project resources for program implementation.

Curriculum development efforts have been highly individualized by school and teacher. The strategy was to identify a series of alternative approaches to implementing career education--especially at the K-8 levels. These alternatives would then be transportable to most philosophical settings occurring within the District and also beyond District boundaries.

Volunteer teacher participants were identified through principals who expressed interest in having their schools participate. The activities that the teachers from each school accomplished included: (1) jointly describing the career education plan for their school; (2) identifying strategies and resources necessary for plan implementation; (3) participating in paid summer inservice/workshop activities to develop curriculum according to a specified format and guidelines; (4) piloting the written materials; and (5) assisting in the refinement of the materials.

Appendix B contains a summary of the number of teachers directly involved in project activities, and the approximate number of students affected by the locally developed career programs for each year of the project.

Orientation

Considerable effort has been made by the project staff to educate and orient teachers, administrators, and the community concerning career education and its related concepts. The staff has had to overcome--and to a lesser degree, still has to overcome--the confusion that exists between career and vocational education. This is being accomplished through direct contact utilizing sound-slide presentations, lectures, television, and radio programs.

Radio programs included ten 30-minute radio programs broadcast over the local Newark radio station. The sound-slide presentation has been given to teacher groups, District administrators, the Newark Board of Education, the State Board of Education, PTA's and other groups such as the Newark Chamber of Commerce, Newark area civic organizations, and the National Advisory Council for Vocational Education.

In addition to these efforts, the project has been successful in getting a great deal of newspaper coverage of various school activities.

RESULTS AND ACCOMPLISHMENTS

The results and accomplishments of the Career Education Instructional System Project (CEIS) are best described in terms of its three major areas of emphasis: (1) the community component, (2) guidance and curriculum, and (3) dissemination.

Community Component

Newark School District Board of Education Resolution: The major purpose of a special project, such as the Career Education Instructional System, is to systematically provide information regarding planning, development, implementation, and evaluation to assist the decision makers of educational agencies as they determine whether programs should be moved from a project status to a continuing program status. Primarily because of the efforts of CEIS, a major step in the direction of a full-scale commitment toward the implementation of career education occurred in the Newark School District during the March, 1975 Board of Edycation meeting when the following resolution was passed unanimously:

"WHEREAS, the Governor of the State of Delaware and the Delaware State Board of Education have established Career Education as a top priority in Delaware; and

WHEREAS, The Newark Board of Education has established Career Education as a priority of the Newark School District; and

WHEREAS, Major community business, industry and educational support for the career concept has been identified (e.g. CE Advisory Council, Task Forces, and ERA); and

WHEREAS, Federal and State funds have provided the District the opportunity to accomplish significant planning and developmental activities; and

WHEREAS, Evaluation of the CEIS by the State Department of Public Instruction and by the U.S. Office of Education have indicated success in planned project activities; and

WHEREAS, Anticipated funding of the federal project entitled "Career Education Instructional System" for the next two years provided the District an opportunity to coordinate the resources of the District and the project and optimize the integration of the career concept into the mainstream of District curriculum activities,

THEREFORE:

I move that implementation of the career education concept be one of the major goals of Newark District and that program development, inservice, and instructional services be directed toward achieving this goal.

I further move that the District Administration develop specific plans for district-wide implementation of Career Education."

This resolution was brought to the attention of the Board and unanimously supported by the District Career Education Advisory Council.

Educational Resources Association: Career Education cannot be successful without school-community interaction. As pilot instructional activities were initiated, a need immediately surfaced for quick and efficient access to members of the community. These community members would serve as resource people and field trip site locations, as well as provide other supportive services to classroom teachers.

With the leadership of the Newark School District Career Education Advisory Council, an independent agency entitled Educational Resources Association (ERA) was initiated. The purpose of this agency was to develop a catalog which identifies both field trip sites and resource people willing to come into classrooms and assist teachers with their career instructional program. ERA would also serve as a coordinating agency to insure that "popular" resources would not be overused and the entire community would have the opportunity to provide its fair share of support for these programs.

ERA has been working as a viable organization since January, 1975. It functions separately from the Career Education Instructional System, however, there does exist a close working relationship between the CEIS staff and the coordinators of ERA. The ERA staff was initially composed of a teacher from the Newark School District, and a management staff member from the personnel division of the E. I. duPont deNemours Company, who was on loan to ERA for a period of one and a half years. It is significant to note that ERA became a viable organization through the efforts of the Newark Career Education Advisory Council, that the funding for this agency is completely separate from CEIS, that it was developed as a joint effort between the Newark District and the duPont Company and that it was funded by these two agencies separately from the CEIS project.

ERA has completed its catalog, which contains approximately 1,000 community resources. These are primarily resources of the nature of field trips and classroom resource people. The services that ERA offer include providing individual classroom teachers the names of people and agencies providing the services listed in the catalogs, identifying additional resources for teachers if a particular service or person is not listed in the catalog, providing both the teacher and the resource the opportunity to evaluate the school/community interactive experience, and also serves as a controlling agency to insure that all resources recieve their fair share of requests.

ERA began as a pilot project by serving three school districts, Newark, Appoquinimink, and Stanton which includes approximately 38 schools and 1,400 teachers. As a result of their initial success, ERA has expanded this service to all New Castle County, Delaware during the 1976-77 school year, and is in the process of providing the service to the entire State of Delaware. Appendix C provides in greater detail a description of the services and functions of ERA.

Newark School District Career Education Advisory Council: One of the most successful components of the Career Education Instructional System has been the community component. The Career Education Advisory Council has been operational since the inception of the project, and has assisted project staff and the District in bringing the schools to the community and the community to the schools.

As Council activities were initiated at the beginning of the project, members of the Council identified a felt need for properly communicating career education to their respective representative groups which included the schools, the State Department of Public Instruction, business, industry and parents. Consequently, initial Council activities focused on developing the concept of career education to include goals and objectives of the program, requirements for its implementation, and making recommendations to the Newark Board of Education; as well as communicating the concept to various people that they represent.

During this past year Council determined that this communication goal had been accomplished and there was a need to take a fresh look at Council activities to determine new activities and a new role. The Council recommended that a shift take place from a Council with a general orientation to one that is more task oriented, and that consideration be given to the reappointment of Council members to include individuals that have served on the Council in the past and also invite new representatives to serve.

The Council has been reorganized, a new Council has been appointed and a general approach to Council activities has been on a task oriented basis. Tasks have been identified and the Council, at this point in time, has commissioned two special task forces to begin working on tasks and problems that have been jointly identified by project staff and Council membership. It is anticipated that this new task oriented approach will keep Council members active and interested in Career Education activities. Appendix D contains a listing of the current Council membership, and a copy of the Council reorganization plan.

Guidance Component

Two significant program developmental efforts were initiated under project sponsorship. The first focused upon developing instructional units throughout the entire K-12 curriculum that infused career education concepts into existing curriculum materials. The procedures for accomplishing this task have been described previously. This effort resulted in success at the elementary and middle school levels and less promising results at the secondary level.

This experience, coupled with recommendations from the Advisory Council and the OE evaluation team, resulted in redirecting the secondary effort from overall curriculum development to a focus on guidance and counseling. It was felt that the limited project resources could have its greatest impact on the high school career education program through a guidance mode. The accomplishments of these two program priorities are described in the following paragraphs.

Guidance Development Plan: The Guidance Development Plan was written to provide a framework for staff and program development activities. The first draft of the document consisted of two basic parts. The first part identified tentative major goals and objectives of the guidance program, within which the guidance components related to the goals and objectives would be developed and refined by the District guidance staff. This plan was comprehensively reviewed with the District Director of Secondary Education, Elementary Education, and Student Services. After District level approval to proceed was given, the plan was presented to each middle and secondary school principal and their respective guidance staffs. The process involved large and small group interaction sessions followed by individual interviews. A copy of the "Guidance Development Plan" is included in Appendix E.

Guidance Workshops: Over 90% of the guidance staff participated in summer workshops designed to develop materials and programs in support of the components identified in the Guidance Development Plan. Counselors worked either individually or in small groups in these workshop situations. In a manner similar to the approach utilized in curriculum development workshops, each school was contacted and encouraged to submit a proposal to the project staff consistent with the Guidance Development Plan. Individual agreements were entered into with the various

counselors or group of counselors for completing the tasks as outlined, with the stipulation that components developed would be implemented on a pilot basis by each school during the following school year. A list of all the present guidance components is included in Appendix F. In addition components III-B, and IV-B are included as examples. Ninety five percent of all components are in the piloting process; the remaining 5% will be piloted during the remainder of the school year.

Time Share Guidance Information System: During the months of March through June, 1974, CEIS sponsored a mini-pilot program at Christiana High School utilizing the Time Share Guidance Information System. The Time Share Guidance Information package contains information about occupations, two-year colleges, four-year colleges, and scholarships. The purpose for conducting the pilot was to determine if this program provided information to students that was up-to-date, easily accessible, and also whether this package had the potential for providing a cost effective improvement in guidance services. Counselors at Christiana High School expressed enthusiasm about the program and requested CEIS sponsor the program again during the following school year.

The provision of this service to one or more schools in the District was well beyond the means of the project to accomplish. However, the project staff promoted the implementation of this program at both the local and state levels. As a result of these efforts, it was announced by the State Department of Public Instruction that they would purchase the data package from Time Share and sponsor the program for a three-year period of time through an existing time share computer facility in the State entitled Project DELTA. Additionally, the Newark School District announced that it would support the rental of computer terminals to be tied into the Time Share Program at Project DELTA beginning with the 1975-76 school year. A strategy for implementing the system was developed through the Guidance Development Plan, and it is currently being utilized by the guidance staffs and the students of the three Newark School District high schools. This represents a significant financial and programmatic commitment by the State of Delaware, the Newark School District, and CEIS.

Career Days: In 1975, career day activities were initiated at Glasgow High School. All students at Glasgow were provided the opportunity to interact with five different resource people representing a wide variety of career

opportunities. Over 70 community representatives cooperated with the school in this career day project. The career day concept was successful to the degree that two District middle schools adapted this program to their setting. To date a total of six career days have been implemented in these schools involving a total of 6,000 students, 400 teachers, and 350 community resources. Individual resource people were recruited for these career days according to student interest surveys.

Curriculum Component

Workshops: One of the basic strategies utilized by the project staff for implementing career education in the Newark School District was to utilize summer workshops as a mechanism for program development. Appendix B summarizes student and teacher involvement in project activities and indicates that over 200 teachers and counselors were participants in program development, implementation, and refinement activities which have reached over 10,000 District students. These totals include participation in project activities by the principal and six teachers of the Holy Angels Elementary/ Middle School, a Catholic school located within District boundaries. Curriculum development emphasized the infusion of career concepts into existing curriculum, writing performance objectives, specifying learning activities, and identifying related supportive materials. Format guidelines for curriculum development are described in Appendix G.

Products: Time permitted a full cycle of curriculum development, testing, refinement, and publication of K-8 career education instructional resource units. Career Education Resource Books have been published for each grade K-8. A book focusing upon special programs such as the fine arts, personal studies and special education has also been published. Each book has been organized in such a way that teachers can quickly identify career instructional units appropriate to their individual academic area. The books also are cross-referenced according to the 15 USOE career clusters, if teachers desire career information from the cluster perspective. These Career Education Resource Books are submitted under separate cover to this report as Appendix H-1 through H-9.

Dissemination Component

Graduate Program in Guidance and Middle School Curriculum: The project staff continues to search, develop, and identify means for providing staff development for counselors and teachers after formal project activities terminate in December, 1976. One method in which the project staff plans to promote ongoing career related staff development activities in the Newark School District, and also in other districts, is to assist in the establishment of career related graduate/courses at the University of Delaware for teachers throughout the State to enroll in each year as their needs dictate.

Courses have been initiated, which specifically focus on providing teachers opportunities to identify strategies for integrating career concepts into their individual and/or school curriculums. Project staff and coordinators from ERA serve as consultants or instructors in these courses.

Counselors involved in the writing of the Guidance Development Plan as well as guidance staff involved in developing and refining components of the "Plan" during summer workshops had two major staff development opportunities. Cooperative ventures included a Fieldwork in Guidance program co-sponsored with the University of Delaware, and a guidance workshop providing graduate and State inservice credit respectively. It is anticipated by the project staff that these graduate programs will eventually be one of the primary avenues for continuing staff development programs in the area of career education for teachers and counselors at all levels of instruction.

Distribution of Curriculum Materials: The published career education resource units have been given to each teachers in the Newark District in grades K-8. In addition, a complete set of materials has been provided to the State Department of Public Instruction, to each school district in the State, ERIC, the Office of Career Education, and other teachers, schools and agencies.

EVALUATION

The evaluation section of this report was prepared by Educational Testing Service, the third party evaluator of this project. This report is submitted under separate cover as Appendix I.

CONCULSIONS, IMPLICATIONS, AND RECOMMENDATIONS

1. There appears to be a "readiness" for the concept of career education by business, industry, and the general community. Business and industry is receptive to programs promoting a positive work ethic, improvement of basic skills, and youth activities that convey to students the expectations of employees by employers.

2. Increased understanding of the career concept by educators and the lay public must be continually promoted. Career education as a program limited to "hands on" activities utilizing tools is too vocationally oriented and not acceptable to many. Too often this is the perception of many relative to what career education really is. Through presentations and interaction with groups and individuals, the project staff was able to overcome this misconception in the Newark District.

3. A comprehensive career education program should provide a series of alternatives at each grade level from which schools and teachers can select and adapt. This can minimize the "adding on" complaint many teachers have regarding new curriculum concepts.

4. Hard sell approaches to incorporating career concepts into the overall curriculum should be avoided if possible. Students react negatively to this approach. Career concepts should be infused into the regular curriculum and dealt with appropriately when opportunities arise.

5. Except for special cases, career education should, and can be, implemented into existing curriculum utilizing existing funding sources and existing resources. Initiation of career programs by schools and districts should provide for staff planning to identify procedures and local resources.

6. At the K-8 levels, teachers have concluded that incorporating career related activities into the curriculum can provide motivational activities enhancing basic skill development.

7. Incorporating career concepts into the secondary program has been difficult. High school programs are specialized to the degree that only limited opportunities exist for infusing career concepts by all classroom teachers. Groups of teachers could probably accomplish this task more naturally by demonstrating career directions within their disciplines and illustrating opportunities existing through a combination of academic and/or vocational backgrounds.

8. Interdisciplinary efforts at the secondary level will be difficult to accomplish unless the organizational patterns of secondary schools change which provide for a natural interaction among teachers.

9. The evaluation design handbook developed by Developmental Associates is potentially an excellent aid for project directors and independent evaluators. Refinement of this ducument based upon experience by OE, projects, and independent evaluators should occur on a systematic and planned basis and should be initiated immediately by OE.

10. Schools and districts planning career programs should not be reluctant to ask the community for advice and assistance. The community can make significant resources available to educators.

11. If overall resources for developing and implementing career education at the high school level are limited, the guidance staff should be utilized in a school leadership role for career program activities.

12. Career education has become an accepted component of the overall instructional program. A systems approach of planning, field testing, evaluating, and refinment should be maintained as new practices, theories, and resources become available.

Loren J. Thompson
Project Director

March 14, 1977
Date

/jpw

A P P E N D I X A

NEWARK SCHOOL DISTRICT K-12 MODEL

FOR

CAREER EDUCATION

and

GOALS AND RECOMMENDATIONS FOR IMPLEMENTATION OF

CAREER EDUCATION IN THE NEWARK SCHOOL DISTRICT, K-12

GOALS AND RECOMMENDATIONS
FOR
IMPLEMENTATION
OF

CAREER EDUCATION IN THE
NEWARK SCHOOL DISTRICT
K-12

Submitted by the Newark School District
Career Education Advisory Council
Developed Under
Public Law 90-576
Exemplary Project in Career Education

February, 1974

PREFACE

This Career Education Advisory Council Report was developed by three ad hoc committees under the direction and leadership of Project Director R. Mike Simmons, Advisory Council Chairman H. Nelson Freidly,Jr., and Project Coordinators Primo V. Toccafondi and Edward L. Wilchinski. The work was accomplished under the guidelines established by the Newark School District Career Education Advisory Council.

The total project, entitled "The Career Education Instructional System," is a joint effort of the U.S. Office of Education, the Delaware State Department of Public Instruction, and the Newark School District. The general goal of the project is to integrate activities related to the goals and objectives of career education into the district curriculum from kindergarten through grade 12.

The project coordinators would like to express their gratitude to all who have assisted in this endeavor--the students, parents, teachers, and administrators from the Newark School District, and the representatives from E. I. duPont deNemours and Company, Hercules Incorporated, and I.C.I. America.

The individuals participating in committee activities were:

AWARENESS ELEMENTARY (K-5)

Mr. Milton Markley,Chairman	Principal	Cobbs Elementary
Dr. Robert B. Scott	Director of the Synthetics Development Department	Hercules Incorporated
Mr. Gerald Cavall	Teacher	Brookside Elementary
Mrs. Barbara Smith	Teacher	Brookside Elementary
Mr. Anthony Ligatti	Principal	Elkton Elementary
Mrs. Sandra Turulski	Teacher	Leasure Elementary
Mrs. Emily McGlinchey	Teacher	Wilson Elementary
Mr. Richard Stobaugh	Teacher	Wilson Elementary

EXPLORATION MIDDLE SCHOOL (6-8)

Mr. Paul Devine, Chairman	Teacher	Central Middle
Mr. Donald Dressler	Corporate Maintenance Level Engineer	I.C.I. America
Mr. Clarence Hall	Supervisor of Quality Assurance	I.C.I. America
Mr. Hugh Ferguson	Principal	Central Middle
Mr. Thomas Comer	Assistant Principal	Ogletown Middle
Mr. Norman Handy	Teacher	Ogletown Middle
Mrs. Alice Thornton	Librarian	Ogletown Middle

EXPLORATION AND SPECIALIZATION HIGH SCHOOL (9-12)

Mr. William Harrison Chairman	Teacher	Newark High School
Mr. W. Carl Moran	Manager of the Industrial Relations Section	duPont Company
Mrs. Sandra Drummond	Parent	
Dr. James Campbell	Associate Principal	Christiana High School
Dr. John McIntosh	Associate Principal	Newark High School
Mr. Darl Robeson	Guidance Counselor	Newark High School
Mr. Daniel Tuckerman	Teacher	Christiana High School
Mrs. Sheila Posatko	Teacher	Newark High School
Mr. Paul Thompson	Teacher	Newark High School
Mr. William McNamee	Teacher	Christiana High School

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INTRODUCTION

One of the first steps toward the achievement of success in a new program is the establishment of a comprehensive set of goals and objectives. These goals must be broad in nature to provide for flexibility in approaches to implementation yet specific enough to suggest procedures and activities for program development and evaluation.

The Newark School District Career Education Advisory Council adopted the broad goals outlined by the U.S. Office of Education for elementary, middle, and high schools. The Council recommended the establishment of three ad hoc committees for the purpose of delineating these broad goals into more specific subgoals, develop a rationale for each phase, and identify recommendations for implementing career education for each phase in district schools.

This report represents a compilation of the three ad hoc committee reports submitted to the Career Education Advisory Council. It is organized so that emphasis is given to each phase. Each phase report includes the rationale for a career emphasis within the phase, the goals and subgoals, and specific recommendations for implementing career education for the particular phase. Sample "lesson plans" are included in the appendices.

It is hoped that this report will serve as a guide to district administrators and teachers as they implement career education concepts in their schools and classrooms. Since curriculum remains in a state of flux, it is the hope of the Advisory Council that this guide continually be revised and refined as the needs of students change and as teachers and administrators gain experience in dealing with career programs.

The definition of "career education" developed by the Newark School District which serves as the focal point of this report is:

> Career education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

AWARENESS PHASE

ELEMENTARY (K-5)

RATIONALE

The child in his early years is in the process of defining roles; family roles to enable him to differ between father and mother; community helper roles which help him identify the mailman, the grocer, the truck driver and so on. The Awareness Phase can capitalize on this natural process of job identification in children, and help develop a sense of the great number of job opportunities available to adults. The Awareness Phase provides a broad base of reference which the child can use to narrow his choices of career possibilities and follow those choices in greater depth during his adolescent life.

Responsible attitudes toward work must be cultivated during the formative stages of development; the early years of a child's school life. His feelings toward himself and others, his dependability, his perseverance, his promptness, and the other fundamental building blocks of his character are formed during this early period. No matter what job the child eventually chooses, these positive attitudes will help assure success.

Occupational aspirations and positive work attitudes are important aspects of an Awareness Program, but they are of little real value without the basic skills of communication and computation, and the ability to think clearly. Since these basic skills are presently a fundamental part of an elementary school program, the Awareness Phase of career education begun at this level, will help knit these basic components together to give each child a first step on the way to a meaningful and satisfying vocation.

GOALS AND SUBGOALS

GOAL 1: TO DEVELOP IN PUPILS POSITIVE ATTITUDES ABOUT THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK.

SUBGOALS: To develop in pupils an awareness that:

1. The society in which we live is dependent upon people working.
2. Rewards and satisfaction can result when people work.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit both the individual and society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. Work has dignity and is worthwhile.
7. Work involves the production of either goods or services.

GOAL 2: TO DEVELOP EACH PUPIL'S SELF-AWARENESS.

SUBGOALS: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.
2. People have differing abilities, values, attitudes, and interests.
3. Occupations differ in their requirements and prospects.
4. Understanding and accepting oneself is a continuing developmental process which is influenced by experiences throughout life.
5. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: TO DEVELOP AND EXPAND THE OCCUPATIONAL AWARENESS AND OCCUPATIONAL ASPIRATIONS OF THE PUPILS.

SUBGOALS: To develop in pupils an awareness that:

1. Some skill or training is necessary for all career choices.
2. All people can and should contribute their talents and capabilities to career or avocational endeavors.
3. People need to adapt to technological and sociological changes which create or eliminate work.
4. Environmental and cultural factors determine the kinds of career choices available.
5. A man's career affects his way of life.

GOAL 4: TO IMPROVE OVERALL PUPIL PERFORMANCE BY UNIFYING AND FOCUSING BASIC SUBJECTS AROUND A CAREER DEVELOPMENT THEME.

SUBGOALS: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.
2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.
3. Acquisition of fundamental competencies is necessary for future skill development.
4. Communication skills developed through basic subjects can lead to better interaction and job understanding.
5. Successful learning experiences in basic subject areas are fundamental to achieving career interests and making adequate decisions.
6. Variety in depth and types of skill development effects interdependency among people.

IMPLEMENTATION RECOMMENDATIONS

Staff Training

1. It is imperative that the general philosophy and direction of Newark School District in career education be enunciated for all staff members, at many times and in many ways to insure understanding of the guidelines under which we are developing the program. For instance, of what importance is career education in the total district list of priorities? Does career education replace existing curricular offerings or does it supplement them? Does money to support career education flow from other areas of support and, if so, what areas?

2. Principals and teachers working in the pilot schools should be involved in pre-service and inservice training as a means of orienting the staff to the project and giving the necessary expertise to carry on viable classroom work. These efforts should begin before the opening of school and carry on during the year.

3. These efforts should include orientation to career education, a summary of the relation of the career education focus to the existing program in social studies, and ample opportunity for each staff member, individually or as part of a working group, to develop materials and implementation schemes for his or her class during the year.

4. To help the pilot schools in accomplishing the normal run of activities plus the extra burdens of implementing and refining career education, it is recommended that these schools have all district inservice days allocated to them for their own use.

5. Staff of pilot and of non-pilot schools would be encouraged to gather ideas and share thoughts.

6. A director of the awareness phase of career education is needed to lead program development by being a resource person, an organizer of inservice experiences, an evaluator of the process of implementation and refinement. If the career education project is to be a success, it will need strong, full-time leadership.

7. There is a need for a person in a coordination role to back up the training and implementation function of the director. The coordinator could actively enlist the support of the local businesses and industries and provide resource persons and materials to interested classroom teachers. The coordinator would also act as a central source of supply for materials donated by businesses and would arrange for field trips for the district to prevent overuse of any one particular resource. The coordinator would know the details of the many field trips possible and could prepare teachers for the trip or could preview the trip for a class, in much the same way the planetarium and the outdoor lab are previewed.

This coordination could come from several sources:

A. From the resources of the Educational Research and Development Council of Delaware.
B. From the office of the director of the awareness phase.
C. From an elementary teacher(s) hired to do this task on an after hours basis (similar to OASIS).
D. From a person hired as coordinator on a full-time basis.

8. Secretarial help should be provided to allow maximum time for the direction and the coordination necessary for interaction with the professional staff. A source of help might be the high school co-op program.

9. The ACES program might be restored to allow teachers to visit local business and industry and broaden their own understanding of the present situation. If a four year cycle were considered, with primary teachers, intermediate teachers, middle school teachers, and high school teachers each going in a separate year; this might be a suitable compromise between a large district and a reasonably small business community.

Program Development

1. Program and staff development go hand in hand. A well-trained enthusiastic staff will create the dynamic program needed.

2. The program should develop from the rudimental state in which it is presented to a more highly developed one over the summer, with emphasis being placed on a program which suits the local school situation but which is also easily transferable to any school situation in Newark.

3. Periodic reviews of development and formal assessment of progress should be made.

4. There should be a number of meetings in which the pilot schools share information and make suggestions for practical application of the program. Some attempt should be made to trade off staff within each building and among all buildings as a way to get information and ideas flowing.

5. Videotaping projects as they evolve, broadcasting summaries of activities, preparing slide shows and newsletters, and other devices should be used to keep all schools and the public informed of the progress of the project.

6. The input from the staffs of the pilot schools should be processed so that an improved document could be prepared for the use of the other schools which move into project activities in succeeding years.

Financial

1. With increased requirements for safety equipment, a thorough review of such demands for each field trip must be made. If liability insurance or safety devices are required, there should be some provision made by the district to supply this protection from a central source.

2. Full implementation of the awareness phase of career education assumes much contact with the business community, either through people coming in or children going out of school.

   The district might consider the purchase of small busses, similar to a Chevrolet Carryall, for single schools or for parts of small schools. This vehicle could be used to take small groups of children to visit on an almost continuous basis, allowing children to visit very appropriate places at highly appropriate times, permitting the teacher to individualize the contacts for the children in her class. A groip of teachers, if not all, in each building would have chauffer's licenses and be able to drive the bus when necessary. Perhaps enlarging the circle to include the principal, custodians, and aids would increase the possibilities for individualizing trips and keep the costs per child as low as possible.

   The vehicle could also be used to gather resource materials (paper, displays, seedlings, etc.) and could certainly be used to augment the already burdened district courier and delivery systems.

   If this idea is not feasible, perhaps supplements for field trips should be provided on a per pupil basis. Many children who might benefit most from field trips and personal contacts with possible career opportunities are often not able to financially afford these trips. This supplement might be related somehow to the number of children on free lunches in a building or some other sliding scale to provide an equitable distribution of funds.

3. Even though the district libraries and classrooms have many of the materials recommended in this program, there still will need to be sources of funds available to make the program operational by filling in recognized voids and to help the program expand as new development takes place and new materials come onto the market.

4. The visitation of other schools, in and out of the district, will require substitute teacher funds and travel subsidies.

5. A budget for materials must be provided for the summer work session in which the production of charts, displays, games, etc., will be a requirement.

6. A leadership staff must be developed for the career education program in Newark, including an Awareness Phase Director, a Community Resources Coordinator, and a secretary. These roles are discussed previously in this paper.

Time

1. All inservice days should be made available to the pilot schools in this project to assure that full attention can be devoted to program development, refinement, and evaluation, in addition to other normal demands.

2. The non-pilot schools could be receiving preliminary information and being readied for their move into the program the following year, through using the inservice days provided.

Personnel Support

1. A Career Education Advisory Committee of representative members of the community should be established to serve several functions:

   a. to act as a sounding board in assessing the impact of career education upon the business community and upon the community at large;
   b. to encourage the interest and support of influential persons in the community;
   c. to actively engage community persons with recognized expertise in developing the program more fully.

2. Administrative support is required for success. Time at administrative meetings should be devoted, on a regular basis, to the analysis of progress and problems in the program, along with plans for advancing the program in the following year(s). Just how much Newark wants Career Education as a district project should be measured by the awareness and the commitment of the total administrative team.

3. Public information efforts should focus on the development of the project and its implementation in the schools. Particular effort should be made to involve the schools in reporting their activities and accomplishments.

4. The district supervisors could be very helpful in working within the program and helping to find links between career education awareness projects and the basic skill development which is a necessary part of every school's curriculum.

Necessary Community Resources

1. A Career Advisory Committee (already outlined).

2. A Community Resources Coordinator (already outlined).

3. Develop community awareness and support through the Advisory Council; news releases; student-produced shows on CATV, radio, etc. use of resource persons; career education days utilizing local business and professional men, etc.

4. Assemble artifacts, publications, displays, etc., from business and industry for district use:

   a. policeman's uniform
   b. lineman's gear
   c. baker's outfit
   d. fireman's tools
   e. draftsman's instruments
   f. dentist's tools
   g. display of leather tanning processes
   h. ad infinitum

PHASE EVALUATION

1. The staff should be assessed on their attitudes toward various occupations, the development of the work ethic, self-concepts, etc., as a pre-measure. A post-measure would be administered at the close of the year.

2. A similar inventory for students should be developed.

EXPLORATION PHASE

MIDDLE (6-8)

RATIONALE

The concept of career education is particularly applicable in the educational development of the middle school student. These years are crucial in the development of an individual. The student is changing physically, socially, sexually, mentally, and psychologically. The exploratory phase of career education serves to help meet the needs and interests of all middle school students.

Career exploration assists the student in learning a process for decision-making toward the selection of career cluster areas for indepth study. During this phase each student is helped to gain an understanding of himself: his interest, abilities, values and needs. This understanding is then used to make career-related choices. The student explores a wide variety of occupations through meaningful, hands-on experiences in as many occupational clusters as possible. Opportunity for indepth exploration should also be available according to a student's need.

Therefore, all students in the middle school years, as a normal part of their educational process, should be seriously involved in activities that help them develop a greater proficiency in the knowledge and skills required in the world of work, to develop positive attitudes and proper work habits, and to gather information with which they can act as they consider possible educational and occupational alternatives.

GOALS AND SUBGOALS

GOAL 1: TO PROVIDE EXPERIENCES FOR STUDENTS TO ASSIST THEM IN EVALUATING THEIR INTERESTS, ABILITIES, VALUES, AND NEEDS AS THEY RELATE TO OCCUPATIONAL ROLES.

The student should be able to:

1. engage in a variety of hands-on-experiences--a "creative activity, a designing activity, or a construction activity"
2. experience success in his career activities
3. develop interpersonal skills through participation in a variety of grouping situations
4. make both positive and negative choices to help him discover his likes and dislikes
5. discuss his interests and abilities with a teacher or guidance counselor, based upon the results of interest inventories, aptitude tests, and other appropriate information
6. justify his career choices according to available evidence
7. recognize the social, economic, and personal importance of work

8. display a positive attitude toward work
9. practice the desirable habits that are required in the world of work (e.g., promptness, attendance)
10. acquire possible life-long avocational choices or hobbies

GOAL 2: TO PROVIDE STUDENTS WITH OPPORTUNITIES FOR FURTHER AND MORE DETAILED EXPLORATION OF SELECTED OCCUPATIONAL CLUSTERS, LEADING TO THE TENTATIVE SELECTION OF A PARTICULAR CLUSTER FOR INDEPTH EXPLORATION.

The student should be able to:

1. investigate careers within the fifteen job clusters
2. select his own tentative career choices and/or career courses
3. consider the consequences of his career choices
4. investigate career alternatives existing within the community
5. recognize national and world-wide career opportunities
6. examine the characteristics and requirements of different careers (e.g., working conditions, educational and personal requirements, employment possibilities, socio-economic status and life style)
7. compare occupations in specific clusters with regard to their range, nature, and relatedness
8. compile information about a specific career or occupation
9. distinguish between the professional, technical, and non-technical levels of careers
10. recognize the necessity for adaptability in a constantly changing technological society

GOAL 3: TO IMPROVE THE PERFORMANCE OF STUDENTS IN BASIC SUBJECT AREAS BY MAKING THE SUBJECT MATTER MORE MEANINGFUL AND RELEVANT THROUGH UNIFYING AND FOCUSING IT AROUND A CAREER DEVELOPMENT THEME.

The student should be able to:

1. demonstrate effective communication skills
2. demonstrate basic numerical skills
3. demonstrate manual-perceptual skills
4. engage in problem-solving and decision-making
5. develop effective work and study habits
6. develop consumer skills
7. describe the need for basic educational skills in the world of work
8. discuss the relevance of base subjects to future career possibilities

IMPLEMENTATION RECOMMENDATIONS

In selecting the method of implementing a career education program in a middle school, it is essential that the program be based on the exploratory concept. The responsibility for selection of implementation approach(es) rests with the principal after consultation with his staff. District support of the school program should be provided regardless of the approach(es) selected. The ultimate goal should be to have a totally integrated career education program within each middle school.

The following is a list of six organizational approaches investigated by the Ad Hoc Committee:

1. Base subject approach
2. Expressive arts approach
3. Cluster approach
4. Mini-courses by interest areas approach
5. Objective approach
6. Team approach

Each of these approaches is described in the next section with regard to definition, rationale, and considerations. A chart summarizing the implications of these approaches follows the description.

BASE SUBJECT APPROACH

Definition: Base Subject Approach

The content or processes that are taught in math, science, social studies, and language arts become the focal point for infusing career information.

Rationale

The base subject approach is directly related to the third goal of the exploratory phase of career education: to improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme. The advantages of the base subject approach are:

1. When the career implications of basic subjects are investigated, the subject matter becomes more relevant to the students' everyday lives.

2. Students will be motivated to learn more of the base subject content.

3. This approach can be implemented with existing staff and facilities.

4. Base subjects provide for exploration of a wide variety of careers.

5. The base subject approach requires little or no change in existing schedules.

6. All students will be exposed to career education throughout the school day and at all grade levels.

7. This approach lends itself to direction by a school advisory committee.

Considerations

The base subject approach is easily implemented into the existing school program since it requires no special changes in staff, facilities, or schedules. However, the base subject approach does depend on planning time and coordination time for success.

A new approach to teaching tradtional subjects must be taken. Base subject teachers need to accept the concept of career education, have guidance in the restructuring of their subjects io include career information and activities, and participate in the exchange of ideas with other base subject teachers (across disciplines and across grade levels as well as within).

The base subject approach carries certain limitations. This approach does not involve the entire staff in career education because it is implemented by only the base subject teachers. Furthermore, the careers explored are limited to the four basic subject areas; students may not have an opportunity to explore interest areas not included in their mathematics, science, social studies, or language arts classes.

EXPRESSIVE ARTS APPROACH

Definition: Expressive Arts Approach

The content or processes that are taught in the expressive arts (industrial arts, home economics, health and physical education, and the fine arts) become the focal point for infusing career information.

Rationale

Career education can be incorporated into the expressive arts because of the nature of these subjects. The expressive arts are closely related to specific clusters within the fifteen occupational clusters identified by the U. S. Office of Education. For instance, the

teaching of industrial arts can be tied with the clusters of Manufacturing and Construction; home economics with Consumer and Homemaking Education; health and physical education with the clusters of Health and Hospitality and Recreation, and music and art with the Fine Arts and Humanities cluster. In addition, these disciplines have included--perhaps more so than base subjects have--"hands-on" activities, the type of activity that is vital in the exploratory phase of career education. The advantages of the expressive arts approach are:

1. The content of the expressive arts subjects become more meaningful and relevant.

2. Students are motivated to learn more of the subject matter of the expressive arts curriculum.

3. This approach can be implemented with existing staff and facilities.

4. The expressive arts approach requires little or no change in existing schedules.

5. The expressive arts provide for exploration of a wide variety of careers.

6. This approach lends itself easily to hands-on activities.

7. Students are exposed to basic skills required in specific careers.

8. This approach can be directed by a school advisory committee.

Considerations

The expressive arts approach is easily implemented into the existing school program since it requires no special staff, facility, or scheduling changes. However, the expressive arts approach does depend on the effective restructure of expressive arts activities to include career exploration. This requires inservice time for planning, coordination, evaluation, and revision.

The expressive arts approach carries certain limitations. This approach does not include the entire school staff since it is implemented by only the expressive arts teachers. Furthermore, the careers explored are limited to those related to the expressive arts; students may not have an opportunity to explore interest areas not included in industrial arts, home economics, health and physical education, music, and art classes.

CLUSTER APPROACH

Definition: Cluster Approach

Career education is organized around the occupational clusters, as identified by the U.S. Office of Education. Specific courses of long or short duration are offered based on a particular cluster or subcluster.

Rationale

The cluster approach is important for the following reasons:

1. It enables the teacher to organize curriculum for maximum career exposure.
2. By investigating clusters and their subclusters, the student may have the opportunity to explore nearly all the occupations available to him.
3. This approach helps students to see similarities and the relatedness of occupations in a cluster, subcluster, or specific area. This in turn will help remove the fear of change that can hinder a student from moving from one occupational selection to another.
4. Individual student interests would fall under specific subclusters. By taking this interest as a starting point, the teacher can lead the student into a cluster or subcluster study, and in this way broaden the student's scope of interest.
5. The cluster approach could involve the entire staff in career education; they in turn may carry career information into their other teaching responsibilities.
6. This approach lends itself to organization easily integrated into the existing school program.
7. The cluster approach requires a minimum of facility changes or staff additions to implement.
8. It provides for exploration of all clusters.
9. This approach lends itself to hands-on activities.
10. Students learn basic skills necessary for specific occupational clusters.
11. This approach is easily directed by a school advisory committee.

Considerations

The cluster approach can be implemented through the following alternatives:

Alternative 1. Courses can be offered which last a semester or the entire school year. Each course would deal with a specific cluster; thus, there would be different career course offerings. The course selections can be offered according to the teachers' experiences or according to which clusters best fit with a subject area. This alternative may be too broad in scope since the course offerings are limited to the job clusters. Because of the scope of each cluster, the duration of the courses must be relatively long. Consequently, exploration may be restricted. Furthermore, the courses may become a hard-sell approach to careers which could produce negative attitudes.

Alternative 2. Mini-courses can be offered which would be organized around the sub-clusters. Each course would deal with a specific subcluster, and the number of offerings would be larger. By limiting the courses to a short duration, the students can explore a greater variety of areas. The course selections can be offered according to the teachers' experiences or according to which subclusters best fit with a subject area.

An example of alternative 2 would be radio and TV broadcasting (a subcluster of the Communications and Media cluster), offered for a seven-week period. Hands-on activities may include student written and produced video tape productions as well as student radio broadcasts.

In both alternatives there is need for coordination. Some procedure must be defined to insure that all clusters are being covered in an appropriate manner. This could be done with the help of a school advisory committee.

MINI-COURSES BY INTEREST AREAS APPROACH

Definition: MINI-Courses by Interest Areas Approach

Career education is offered through courses of short duration and selected by the student according to specific career interests. A variety of courses is offered for exploration in a number of the fifteen occupational clusters. The courses are scheduled so that each student has the opportunity to select several electives during the school year.

Rationale

The mini-courses by interest areas approach is found to be a workable approach for the middle school student who is at the age of exploration. The reasons for the selection of this approach include the following:

1. It offers a broad selection of career interests during the middle school years.

2. Students learn basic skills required in specific occupations aligned with their interests.

3. There is an opportunity for exposure to all fifteen career clusters.

4. This approach lends itself to a variety of teaching methods including hands-on activities, subject tie-in, community resources, interviews, role-playing and on-the-job visitations.

5. The mini-courses by interest areas approach allows various approaches to student interests including skill and hobby interests, theme interests, or career interests, each having occupational possibilities.

6. This approach lends itself to an organization which is easily integrated with the existing school program.

7. It requires a minimum of staff additions or facility changes.

8. The total staff could be involved in career education. They in turn may carry career information into their other teaching responsibilities.

9. Mini-courses by interest areas draw on each teacher's non-educational training and occupational experiences and offers an opportunity for optimum expression.

10. This approach is easily directed by a school advisory committee.

Considerations

The mini-courses by interest areas approach can be implemented into the school schedule by offering a selection of specific occupational courses to be elected by the students.

The school year is divided into units of short duration to allow the student greater variety for explorations. These course selections can be offered according to the teachers' occupational experiences or in accordance with student requests.

Each course will present specific career or occupational interests, presenting the characteristics of the career and information concerning basic skills and educational requirements for entry. Learning experiences should include simulated, hands-on experiences and visitations to community job sites.

Quality guidance and counseling services are essential components of this approach. Ideally a profile sheet would be kept on each student to be used in assisting him in making choices at the middle school level and in choosing a cluster for indepth study at the high school level.

Examples of mini-courses by interest areas may include the following:

- Cartooning
- Airport Services
- Performing Arts
- Medical Careers
- Newspaper Careers
- Oceanography
- Secretarial Skills
- The World of Drama
- Careers in Design
- Wildlife Conservation
- Becoming an Interior Designer
- Careers in Sports
- Architect Careers
- Photography

OBJECTIVE APPROACH

Definition: Objective Approach

The subgoals within the three goals for career education at the middle school level become the primary focus of the educational experience.

Rationale

The objective approach would change the entire school organizational pattern to focus on the accomplishment of the career education objectives. The goals and objectives of the middle school program would be used. A plan of action would be agreed upon by a joint staff meeting of teachers and administrators, and a curriculum would be established to meet these objectives. A continuous investigative process would be established to make certain the objectives are current and realistic. The advantages of this approach are:

1. Educational activities are goal-oriented rather than subject matter oriented.
2. All objectives of career education would be covered.
3. Daily activities would be planned to meet specific objectives.
4. Formalized evaluation procedures could be used.

5. The objectives can be periodically reviewed and modified.

6. This approach provides for exploration of the widest variety of careers.

7. Students would learn basic skills required in specific occupations.

8. The objective approach involves the entire staff in career education.

9. This approach provides for hands-on activities.

10. The objective approach lends itself to direction by a school advisory committee.

Considerations

This approach is more difficult to implement because it requires a change in the school's organizational pattern. Intensive training in the objective approach for everyone involved will be required initially. Joint agreement of the specific objectives by both the principal and teachers is essential.

Staff utilization leading toward a twelve-month employment concept will probably be required.

There is a need for continuous consultant services as well as teacher inservice time to (1) determine specific objectives; (2) develop curriculum and activities to accomplish the objectives; (3) evaluate the success of the program; and (4) review and revise the objectives.

This approach will be limited if the objectives are not well defined. All objectives should receive equal attention.

TEAM APPROACH

Definition: Team Approach

Teams of teachers can be organized according to representation of subject disciplines or according to certain objectives in the career education program.

Rationale

The team teaching organizational pattern permits the accomplishment of career objectives in two ways. The team could adopt a basic theme or concept as central to their instructional goals. Career

objectives can be integrated appropriately into the thematic process in an interdisciplinary manner. A second alternative involves a team organizational structure based on objectives. This alternative is outlined under the Objective Approach.

The advantages of the team approach include:

1. It provides the opportunity for interdisciplinary program development.
2. Duplication of program effort is avoided.
3. The team approach provides opportunities for increasing program efficiency.
4. It maximizes teacher strengths.
5. It provides for joint planning efforts.
6. It provides the opportunity for improving the evaluation process of student performance.
7. A nongraded approach to instruction can be taken.
8. It provides greater opportunity for individualized instruction.
9. Program can be organized around "themes" or "objectives" instead of subjects.
10. Students learn basic skills required in specific types of occupations.
11. The team approach involves the entire staff in career education.
12. This approach can be directed by a school advisory committee.

Considerations

This approach may require a change in the school organizational pattern. The organization of teams can vary, even within a school.

Time must be provided to re-organize the curriculum according to themes or objectives. Great amounts of inservice workshop time may be required.

Consideration should be given to a differentiated staff structure. Staff utilization may lead to the requirement of twelve-month employment for the purpose of (1) determining objectives, (2) developing curriculum, (3) evaluating the program, (4) reviewing and revising the objectives and curriculum.

Table 1

A Summary of the Implications of the Six Orgnnizational Approaches

	Existing Program	Grade Level	Staff Utilization	Finance	Other Implications
Base subject approach	No administrative changes; Restructure of base subjects to include career activities.	6, 7, 8 or non-graded	Inservice to re-write curriculum of base subjects; No additional staff needed; Limited staff involvement.	Inservice; New materials.	Difficult to cover all 15 clusters; Some cluster coverage may be "artificial"
Expressive arts approach	No administrative changes; Restructure of expressive arts to include career activities.	6, 7, 8 or non-graded	Inservice to rewrite curriculum of expressive arts; No additional staff needed; Limited staff involvement.	Inservice; New materials.	Difficult to cover all 15 clusters; Lends itself to "hands on" activities.
Cluster approach	New course offerings based on 15 career clusters.	6, 7, 8 or non-graded	Inservice to develop new courses; Staff training in cluster areas; Total staff involvement optional.	Inservice; New materials.	Duration of course may restrict exploration; Too broad in scope; Hard sell approach to careers--may produce negative reaction.

Table 1 (continued)

	Existing Program	Grade Level	Staff Utilization	Finance	Other Implications
Mini-courses by interest areas	Minimal administrative changes; New elective offerings based on student/teacher interests.	6, 7, 8 or non-graded	Inservice to develop mini-courses; Can involve total staff.	Inservice; New materials; Minimal training and material requirement.	Care must be taken so exploration occurs in all 15 clusters; Lends itself to true exploration and student choice.
Objective approach	School organization changed to focus on the accomplishment of career-related objectives; Maximum administrative direction and joint staff planning.	6, 7, 8 or non-graded	Training in the objective approach; Formalized evaluation procedure; Need for continuous consultant services.	Sizable initial training effort; Staff utilization leading toward 12-month employment.	Staff utilization for accomplishment of objectives rather than teaching subject oriented classes; Program limitations determined by the objectives; Constant revision process.
Team approach	Teaching teams composed of both base subject and expressive arts teachers; Program focus is on objectives and/or themes; subject areas become means to an end, not ends in themselves.	6, 7, 8 or non-graded	Daily team planning; Inservice for initial organization and for curriculum development; Differentiated staff.	Necessary inservice; possible funds for daily team planning and differentiated staff.	Maximizes teacher specialties; Efficient coverage of career concepts; Nongraded and individualization possible; Organization of teams can vary.

GENERAL RECOMMENDATIONS

In accordance with the recommended guidelines, the Ad Hoc Committee has delineated the three goals of the exploratory phase of career education into more definitive subgoals. While these objectives represent the best thinking of this committee, they are not all inclusive. It is essential that continuous evaluation and revision of these objectives take place.

Each of the six organizational approaches previously described carry certain advantages as well as limitations. Particular approaches complement each other, and this committee recommends that various combinations of these approaches be considered.

Each middle school should have its own advisory committee composed of administrators; teaching, guidance, and library staff; business, industrial, and labor personnel; and parents. The success of the program is dependent on the commitment of these groups. The advisory committee will help implement, coordinate, and evaluate the respective career education program.

The program should be evaluated in terms of program objectives. A variety of evaluation techniques should be used. The method and frequency of evaluation should be determined by each middle school. All of those involved in the school's program should participate in the evaluation: parents, students, teachers, all other school personnel, and the school advisory committee. There should be input from the District Advisory Council and the Ad Hoc Committees. Evaluation by a third party also should be considered.

Achievement of the goals of career education will necessitate the utilization of all available resources--in the school and in the community. Success of any program will depend on the joint planning and agreement and a deep commitment to career education by all who are involved.

EXPLORATION AND SPECIALIZATION PHASE

SECONDARY (9-12)

RATIONALE

High school curriculum and teaching methods as they presently exist often lack relevancy, do not adequately prepare students for the world of work, by-pass large numbers of students who are not oriented toward college preparation, and inadequately prepare students to live as productive citizens in a society of rapid and constant flux.

The points illustrated below highlight some of the reasons for a re-evaluation and possible new emphasis that should take place in high school program development:

1. Although careers requiring college programs are components of career education, the curriculum as it presently stands is too heavily oriented toward college entrance preparation.

2. At various stages much of the curriculum seems to be irrelevant to a large number of students and unrelated to the real world.

3. There is minimum exposure to career opportunities at all levels.

4. There is limited emphasis in work-study or vocational programs at all levels and very limited preparation for successful interaction in the market-place.

5. There is minimal emphasis on human development and social behavior.

6. There is a limited choice of electives within an interest area and little opportunity to explore other areas.

7. Maximum use of the school day for educational purposes is not being fully attained.

8. Students are often forced to make an early commitment to a "tracked" system.

9. Meaningful student input into the decision making process is limited.

10. There is a high rate of "drop-outs" both figuratively and literally.

11. The professional staff seems to lack an understanding of and a commitment to a set of educational goals associated with a totally integrated, pre-school through grade 12 program.

In order to develop an educational model capable of incorporating programs designed to meet the objectives outlined by the Advisory Council, such a model must first be capable of addressing itself to the alleviation of these concerns.

GOALS AND SUBGOALS

Two important points must be emphasized relating to goals and subgoals. This report focuses on career education--a component of the total educational package. Career education by itself is a goal of education. To emphasize this, six goals of sociological nature have been added to the five career goals. The remainder of the report will deal only with the goals dealing with career education.

Subsequent portions of this report will recommend a reorganization of secondary schools according to program. Consequently, the delineation of these broad career goals into subgoals is a task that should be accomplished for each individual program. The size and scope of this task does not permit its accomplishment by this committee for each anticipated program.

CAREER GOALS

1. To provide indepth exploration and training in one occupational cluster leading to entry-level skill in one educational area and providing a foundation for further progress, leaving open the option to move between clusters if desired;
2. To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant throgh unifying and focusing it around a career development theme.
3. To provide guidance and counseling for the purpose of assisting students in selecting an occupational specialty with the following options; intensive job preparation, preparation for post secondary occupational programs, or preparation for a four-year college.
4. To provide every student intensive preparation in a selected occupational cluster, or in a specific occupation, in preparation for job-entry and/or further education.
5. To provide for placement of all students, upon leaving school in either; (a) a job; (b) a post secondary occupational education program, or (c) a four year college program.

SOCIOLOGICAL GOALS

1. To provide a base for personal and social change.
2. To participate in life-time sports to the extent of his abilities.
3. To appreciate broad enrichment opportunities.
4. To use leisure time wisely, balancing those activities which satisfy him with those that are socially useful.
5. To gain a realistic understanding of their human potential and limitations so as to command a positive self-concept.
6. To gain an appreciation of all life and a tolerance for various human ideas and ideals.

In developing the following model to implement career education, the committee recognized:

1. A successful career education program ultimately requires absolute individualization of programs. Student course selections, decision making opportunities, progression from one

stage of the program to another, and corrective techniques, must all be tailored to the needs and priorities that the student learns to set for himself. This model, therefore, charts a course that the committee feels most students will take, realizing that many channels must be open for those students on a different bearing.

2. As students approach the specialization phase, the preliminary phases of awareness and exploration have been ongoing and in fact continue in a co-existing fashion during the specialization phase.

3. Implementation of this model on a district wide basis cannot be effected in one year. Adoption of this concept would probably require implementation in such a way that components could be accomplished within specific time periods.

4. Implementation of this concept is opportune in that it can be closely coordinated with the evolving curriculum of the Newark Vocational School to maximize program fit among district high schools.

Organization

a. Staff: Teaching and guidance staff members would belong to both a traditional academic department and a career interest department. The career interest departments would be created by the staff by combining related occupational clusters defined by the U.S. Office of Education. Academic departments would be charged with defining the basic concepts and skills pertinent to the particular department and developing programs of instruction which would accentuate these basic concepts and skills. The career interest departments would be charged with developing programs and curriculum accentuating the basic skills and concepts relevant to each of the HEW career clusters. As curriculum is developed, tasks common to all occupations should be stressed and within closely associated career clusters, basic common skills and concepts should dominate so that maximum student choice and flexibility is maintained.

Within both departments, but particularly the career interest department, this process must be evolutionary and continually evaluated. Student performance standards must be developed and maintained.

The role of guidance is critical. Counselors should no longer be primarily testers and schedulars, but rather work directly with teachers and students to support and evaluate curricula at each instructional level. Counselors dealing with initial secondary education experiences should be informed in market survey work so as to better advise students in cluster selection. As students complete their secondary programs counselors should emphasize guidance for job placement during the final year's

work and guidance in post high school career specialty. At all instructional levels counselors should be suggesting alternative career choices based on student interest. They should be familiar with the Dictionary of Occupational Titles and hopefully have varied work experience. They should create with teachers, student opportunities for:

--solitary creative activities;
--group function decision making activities;
--group function service-oriented activities.

b. Students: All students would be administratively assigned to a general comprehensive high school.

A vocational-technical school would complement the general comprehensive high school program and would not have "home" students assigned.

The students initial high school experience should be characterized by exposure to those skills and concepts clearly defined by each academic department that are necessary for a successful life and common to all occupations. Within the framework continued exploration and survey of career clusters should occur.

Early in their high school programs, students must make a tentative career cluster choice. At this time, also, involvement in a social and occupational youth activity group should be encouraged. Such groups should be allowed to evolve from student interest and needs; and any group or activity that motivates students, contributes to cohesiveness and interaction within the school, and is educationally sound should be supported by the professional staff.

Elected representatives of the youth activity groups could constitute the Student Government Association and subsequent leadership in the Student Government Association could be elected from this body. For this to be successful, however, school administrators must allow the Student Government Association a meaningful voice in policy determination as it relates to student affairs.

Indepth career cluster exploration based on the post 9th grade tentative career cluster choice should characterize the 10th grade, and student association with the occupational interest departments begins to dominate. Students must have opportunities to make choice evaluations and, if necessary, take alternative measures leading to a new career cluster choice. Such changes must be expected and should provide for a minimum delay in career development. Corrective measures might include a slight emphasis shift within a course such as bio-chemistry to biophysics or they might require a complete rescheduling of courses and conceivably include night or summer school attendance.

During the 11th grade, student commitment to specialized study within a career cluster will dominate. Eleventh grade work could be divided accordingly:

one-half day career specialty area (at Vo-Tech or home school)
one-half day basic education supportive of course specialty

Options for program reevaluation and adjustment would be the same as between grade 10 and 11.

Twelfth grade work would be a continuation of the specialization phase of the 11th grade, however, work in the cluster areas should emphasize work experience, internships, and as many "real-life" experiences as possible. The years work could be divided accordingly:

one-third year on career specialty and related education (continue one-half day basis of 11th grade)
one-third year working or serving in community in career specialty area
one-third year on career specialty and related education (continue one-half day basis of eleventh grade)

Program reevaluation and adjustments should again be available.

In addition to the above program the committee feels that:

1. There should be ooportunities for students to take oourses on an optional basis in other cluster areas for pleasure or education, particularly during grades 10, 11, and 12.

2. High school work in career specialty areas should be designed to provide job entry level skills (i.e., apprentice entry, cosmetology exam preparation, stenogrpphic entry, college entry, etc.) - not finished skills.

RECOMMENDATIONS FOR IMPLEMENTATION

First Year

1. The conceptual model presented for this phase calls for a reorganization of the secondary schools using program rather than subject as the basis for this reorganization. This reorganization should be a joint district effort to maximize the effeciveness of the programs offered in the three comprehensive schools and the vocational skills centers.

2. Concurrent with the development of a reorganization plan would be the identification of programs whose implementation will be:

   a. the total responsibility of the comprehensive high schools.
   b. a shared responsibility by the comprehensive high schools and the vocational skill center.

3. Two or three career or program areas should be selected for a pilot approach toward the development and implementation of a total program to include basic skill, interdisciplinary, and specializad program components.

4. To succeed, a career education program has to be directly tied to the total community and to the range of services it can provide to the district schools. A comprehensive document identifying career and cultural resources--to include field trip opportunities, resource people, and various career experience sites should be developed and maintained. This could be accomplished on a cooperative basis with a community agency such as the Delaware Industry-Education Coaction.

5. The implications for staff involvement is extensive. Consequently:

   a. Extensive career related curriculum development workshops for both academic and occupational departments must be established. This curriculum development should have as a central theme the need to nourish the diversity and pluralism of modern life and be flexible enough to cope with unknown future needs and conditions.
   b. People tend to support what they create. Therefore, as a career education program replaces current offerings, in-service training for teachers and administrators to define their new role is essential. Success will be maximized if the training takes place outside of the schools. Keep in mind that there will be voluntary and involuntary staff members in each school. If specific schools can be designated pilot schools, a transfer of voluntary staff to it and involuntary staff from it is encouraged.
   c. Top priority must be given to experimental programs with a career education emphasis such as the Distributive Education team teaching effort at Newark High School. Every effort must be made to allow such programs to have an honest chance for success. Failure should not be built in by pragmatic decisions concerning staffing and scheduling.
   d. Success in a career education program, particularly during the specialization stage, requires real world experience. This will necessitate extensive staff involvement in determining the "real" needs of the world of work. Staff members, therefore, in cooperation with industry must have work release time to participate in business and industrial on site training programs. New staff members, with industrial experience but no teaching experience, must participate in district developed programs designed to acquaint him with the "human," adolescent student.

Year Two - Year Five

Activities after the first year should be extensions of first year events. As experience with the initial plan evolves, opportunities for revision, deletion, and addition of programs based upon student and community needs should be dealt with.

Evaluation of pilot programs developed by district students and staff should occur with appropriate program revisions made..

Two or three additional programs should be selected for total development and implementation each year. This program development should occur according to program goals utilizing the experience gained in pilot program activities.

Identification and cultivation of community resources should be a continuing function in order to provide district teachers a resource document that can optimize the implementation of career education on a K-12 basis.

APPENDIX

AWARENESS PHASE

GOAL: TO DEVELOP EACH CHILD'S SELF AWARENESS.

SUBGOAL: Each person assumes several different roles in relation to the people and situations with which he comes in contact.

UNIT OBJECTIVES	ACTIVITIES	CRITERION REFERENCED OBJECTIVES
1. The child will be able to recognize the multiple roles of one person within the community.	1. Study the role of members of the school community outside the school.	1. Given a list of school personnel and a list of their roles in the school, the child will be able to correctly match the two lists.
2. The child can explain the relationship between his behavior and its effect on others.	2. Make a display of personal property, perhaps a completed project. Relate child's role of those who had a part in its creation (model plane distributor, toy factory employee, inventor, shipping clerk).	2. The child will be able to list 5 people involved in the production and marketing of a specific product.
	3. Make list of class jobs and implement a plan for doing this work.	
	4. Complete a job application. Have someone less objectively determine the childs qualifications and either hire him or turn him down.	

AWARENESS PHASE

GOAL: TO DEVELOP EACH CHILD'S SELF AWARENESS.

SUBGOAL: All people have dignity and are worthwhile.

UNIT OBJECTIVES	ACTIVITIES	CRITERION REFERENCED OBJECTIVES
1. The child will demonstrate ways that he is unique as an individual.	1. Song: "I'm Glad That I Am Me" 2. "Me" button or badge--each child makes button with "Me" on it. 3. Picture Book A Book About Me made by drawing pictures to show such things as my home, my best friend, my favorite food, my favorite story, etc. 4. Casette story "The Underwater Problem Solvers"	1. The child will be able to make a list of 10 things that are unique to the child as an individual. 2. The child will discuss 10 areas, both academic and extracurricular in which he excels.*

*N.B. Criterion referenced objectives refer to behavioral objectives on a primary level. Similar objectives could be developed for an intermediate level. DUSO Kit D-2 could be used as a source for these objectives.

EXPLORATION PHASE

GOAL: TO PROVIDE EXPERIENCES FOR STUDENTS TO ASSIST THEM IN EVALUATING THEIR INTERESTS, ABILITIES, VALUES AND NEEDS AS THEY RELATE TO OCCUPATIONAL ROLES.

SUBGOAL: The student will engage in a variety of hands-on experiences--a "creative activity, a designing activity, or a construction activity."

UNIT OBJECTIVES	ACTIVITIES	CRITERION REFERENCED OBJECTIVES
1. The student will participate in role-playing situations in which ethical values are involved.	1. Act out a situation in which you are an applicant from some racial, religious, or ethnic group. You are being interviewed for a job by an employer. 2. Act out a situation in which you are an employer who is interviewing applicants from various racial, religious, and ethnic groups.	1. Given an employment situation, the student will be able to identify and act out the roles of the employer and the prospective employee.

EXPLORATION PHASE

GOAL: TO PROVIDE STUDENTS WITH OPPORTUNITIES FOR FURTHER AND MORE DETAILED EXPLORATION OF SELECTED OCCUPATIONAL CLUSTERS, LEADING TO THE TENTATIVE SELECTION OF A PARTICULAR CLUSTER FOR INDEPTH EXPLORATION.

SUBGOAL: The student will recognize national and world-wide careers.

UNIT OBJECTIVES	ACTIVITIES	CRITERION REFERENCED OBJECTIVES
1. The student will list careers that are available in the United States within a specific job cluster.	1. Read the want-ad section of a large, metropolitan newspaper and list the various jobs by country.	1. Given the want-ad section of a large, metropolitan newspaper, the student will list at least six different jobs available within the United States.
2. The student will list careers that are available outside the United States within a specific job cluster.	2. Contact a multi-national company and prepare a list of careers which are world-wide.	2. Given the want-ad section of a large metropolitan newspaper, the student will list at least six different jobs available outside the United States.
	3. Write to the U.S. Government Printing Office and request information about careers in government, both national and world-wide.	

A P P E N D I X B

STUDENT/TEACHER PARTICIPATION

BY

GRADE AND SCHOOL YEAR

STUDENT PARTICIPATION IN CEIS ACTIVITIES
BY
YEAR AND BY GRADE
(TABLE 1)

GRADE / YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	T
1974-75	400	460	120	420	180	180	450	780	750	--	160	180	60	4120
1975-76	400	450	120	450	150	150	450	800	800	200	500	500	500	5470
1976-77	400	450	120	450	150	150	550	800	800	400	900	900	900	6970
TOTALS	1200	1360	360	1320	480	480	1450	2380	2350	600	1560	1580	1460	

1. Student totals reflect best estimates according to teacher/counselor involvement and types of program implemented by teachers directly funded by CEIS resources.

TEACHER PARTICIPATION IN CEIS ACTIVITIES
BY
YEAR AND BY GRADE
(TABLE 2)

GRADE / YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	T
1974-75	4	6	3	6	4	5	7	13	12	--	8	6	2	76
1975-76	2	4	4	4	4	4	9	9	12	6	6	7	6	77
1976-77	--	--	--	--	--	--	24	10	10	5	10	15	10	84
	6	10	7	10	8	9	40	32	34	11	24	26	18	

1. Reflects numbers of teachers directly funded each school year.

2. Totals for each year are not cumulative. Totals can be derived by summing current with previous years.

3. Does not reflect attrition due to resignations and transfers.

ADMINISTRATIVE PARTICIPATION
BY
LEVEL AND YEAR
(TABLE 3)

LEVEL / YEAR	ELEMENTARY	MIDDLE	SECONDARY	DISTRICT	BOARD OF EDUCATION
1974-75	3	2	4	9	1
1975-76	6	3	5	10	1
1976-77	6	3	7	10	1

BACKGROUND OF ADVISORY COUNCIL
BY YEAR
(TABLE 4)

LEVEL / YEAR	TEACHER	NSD ADMINISTRATION	DPI	LEGISLATION	BUSINESS	COMMUNITY	UNIVERSITY
1974-75	5	6	1	0	4	1	1
1975-76	1	6	1	1	6	2	1
1976-77	1	6	1	1	6	2	1

A P P E N D I X C

EDUCATIONAL RESOURCES ASSOCIATION

DESCRIPTIVE MATERIALS

HAVE YOU REVIEWED THE GUIDELINES?

TOPIC: CAREERS IN FARMING (1H2-1) - A career and curriculum related topic discussion concerning job opportunities in various types of farm production, including dairy and poultry. Will also discuss management aspects and preparation needed for this occupation.

Recommended Grade Levels:	7-12
Group Size Preference:	class
Length of Presentation:	30 min.
Advance Noticed Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: TURF CARE (1H7-1) - A career and curriculum related topic discussion concerning turf care, landscaping and horticulture for a community country club. The various operations and the training needed for this occupation will be included.

Recommended Grade Levels:	10-12
Group Size Preference:	small class
Length of Presentation:	arrangement
Advance Notice Needed:	2 weeks

ERA SCHEDULING REQUIRED FOR USE

---

* TOPIC: FLORIST (1H7-2) - A career and curriculum related topic discussion concerning education requirements for work as florist, purchasing flowers, pricing flowers, operating one's own business and other aspects of the florist business. Demonstrations in handling and arranging of flowers will be included.

Recommended Grade Levels:	7-12
Group Size Preference:	class
Length of Presentation:	arrangement
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

---

* ADDITIONAL RESOURCE SPEAKERS ARE AVAILABLE ON THIS TOPIC BUT MAY DIFFER IN GRADE PREFERENCE, CLASS SIZE AND ACCOMPANYING AUDIO VISUAL MATERIALS.

HAVE YOU REVIEWED THE GUIDELINES?

TOPIC: CAREERS IN FARMING (1H2-1) - A career and curriculum related topic discussion concerning job opportunities in various types of farm production, including dairy and poultry. Will also discuss management aspects and preparation needed for this occupation.

Recommended Grade Levels:	7-12
Group Size Preference:	class
Length of Presentation:	30 min.
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Recommended Grade Levels:	10-12
Group Size Preference:	small class
Length of Presentation:	arrangement
Advance Notice Needed:	2 weeks

ERA SCHEDULING REQUIRED FOR USE

---

* TOPIC: FLORIST (1H7-2) - A career and curriculum related topic discussion concerning education requirements for work as florist, purchasing flowers, pricing flowers, operating one's own business and other aspects of the florist business. Demonstrations in handling and arranging of flowers will be included.

Recommended Grade Levels:	7-12
Group Size Preference:	class
Length of Presentation:	arrangement
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

---

* ADDITIONAL RESOURCE SPEAKERS ARE AVAILABLE ON THIS TOPIC BUT MAY DIFFER IN GRADE PREFERENCE, CLASS SIZE AND ACCOMPANYING AUDIO VISUAL MATERIALS.

HAVE YOU REVIEWED THE GUIDELINES?

TOPIC: WORD PROCESSING (2C1-4) - A career and curriculum related topic discussion concerning word processing. This resource will discuss the history of machine word processing providing an explanation of different types of recording instruments used by office workers today and will discuss what careers are available in this field.

Recommended Grade Levels:	10-12
Group Size Preference:	open
Length of Presentation:	30 min.
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: OFFICE/CLERICAL CAREERS (2C1-5) - A career related discussion concerning secretarial and clerical careers. This resource will explain the job functions of office and secretarial positions and how to apply for an interview for these positions.

Recommended Grade Levels:	7-12
Group Size Preference:	25-35
Length of Presentation:	arrangement
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: SECRETARY-LEGAL (2C2-1) - A career and curriculum related discussion concerning legal secretaries and court recorders. This resource is able to discuss the education required, skills and potential areas for employment in this field of work.

Recommended Grade Levels:	9-12
Group Size Preference:	any
Length of Presentation:	45 min.
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

HAVE YOU REVIEWED THE GUIDELINES?

TOPIC: CARPENTRY (4A1-1) - A career related discussion by a plant engineer supervisor concerning carpentry. Due to the many types of carpentry skills this resource can demonstrate specific skills in accordance with the needs of the teacher's curriculum.

Recommended Grade Levels:	7-12
Group Size Preference:	30
Length of Presentation:	1-1-1/2 hrs.
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: LUMBER COMPANY (4A3-1) - A career and curriculum topic discussion concerning the operation of a lumber company, including purchasing and sale of all types building materials, storage, accounting and clerical jobs available in this occupation.

Recommended Grade Levels:	any
Group Size Preference:	class
Length of Presentation:	25 min.
Advance Notice Needed:	2 weeks

ADVANCE SCHEDULING REQUIRED FOR USE

TOPIC: PLUMBING, HEATING, AIR CONDITIONING (4B5-1) - A career related discussion concerning plumbing, heating and air conditioning. Maintenance and installation techniques will be emphasized and field trips can be arranged at new and existing building sites for either maintenance or construction topics.

Recommended Grade Levels:	10-12
Group Size Preference:	class
Length of Presentation:	arrangement
Advance Notice Needed:	2-3 weeks

ADVANCE SCHEDULING REQUIRED FOR USE

HAVE YOU REVIEWED THE GUIDELINES?

* TOPIC: VOCATIONS IN MUSIC (7B2-4) - A career and curriculum related topic discussion concerning vocation or related vocations in the field of music. This resource can talk about the world of music, business of music, teaching, singing and voice. She relates her discussion to both classical and popular.

Recommended Grade Levels:	7-12
Group Size Preference:	any
Length of Presentation:	arrangement
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: ACTING AND THEATRE (7B4-1) - A career and curriculum related topic discussion concerning acting as a hobby or career. This resource has been a producer, director, writer and actor in the theatre. He has taught acting, and is enthusiastic about coming into the public schools to discuss this career area and give a short demonstration.

Recommended Grade Levels:	4-12
Group Size Preference:	30
Length of Presentation:	arrangement
Advance Notice Needed:	2 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: PROFESSIONAL WRITING (7C1-1) - A career and curriculum related topic discussion concerning free lance writing and editing. This resource can discuss writing copy for advertisements, promotional brochures and magazines. She can also discuss careers in these areas, both as a freelance writer and as a salaried writer working in the communications industries.

Recommended Grade Levels:	10-12
Group Size Preference:	open
Length of Presentation:	arrangement
Advance Notice Needed:	month

ERA SCHEDULING REQUIRED FOR USE

---

*ADDITIONAL RESOURCE SPEAKERS ARE AVAILABLE ON THIS TOPIC BUT MAY DIFFER IN GRADE PREFERENCE,CLASS SIZE AND ACCOMPANYING AUDIO-VISUAL MATERIALS.

HAVE YOU REVIEWED THE GUIDELINES?

TOPIC: INDUSTRIAL PURCHASING (12C1-1) - A career related topic discussion concerning industrial purchasing and what types of skills a student would need to enter this field.

Recommended Grade Levels:	7-12
Group Size Preference:	25
Length of Presentation:	45 min
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: WHOLESALING (12C2-1) - A career related discussion concerning the electrical wholesaling business. Included in the discussion is industrial distribution, warehousing, accounting, purchasing and data processing. Requirements for the above careers and future opportunities in this industry will be discussed.

Recommended Grade Levels:	10-12
Group Size Preference:	class
Length of Presentation:	arrangement
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

TOPIC: ADVERTISING AND PROMOTION (12D1-1) - A career and curriculum related topic discussion concerning advertising and promotion. Included is a discussion of the differences between industrial and consumer advertising and what makes an ad good or bad. Slides are included in the presentation.

Recommended Grade Levels:	10-12
Group Size Preference:	30-40
Length of Presentation:	40 min
Advance Notice Needed:	2-3 weeks

ERA SCHEDULING REQUIRED FOR USE

A P P E N D I X D

NEWARK SCHOOL DISTRICT

CAREER EDUCATION ADVISORY COUNCIL

CAREER EDUCATION

ADVISORY COUNCIL MEMBERS

Dr. John X. Auletto	Director of Student Services Newark School District 83 East Main Street Newark, DE 19711 731-2232
Mrs. Myrtle Bowe	duPont Company 6 Mulberry Road Harmony Hills Newark, DE 19711 737-4846
Mr. Thomas Comer	Associate Principal Glasgow High School 1901 South College Avenue Newark, DE 19711 731-2391
Mrs. Vicki Cook	Area Coordinator Girls Club of America 5 Ethan Allen Court Cherry Hill Manor Newark, DE 19711 368-7951
Dr. Nevin Frantz	Coordinator for Graduate Programs In Occupational Teacher Education University of Delaware Newark, DE 19711 738-2543
Mr. H. Nelson Freidly, Jr.	Director of Secondary Education Newark School District 83 East Main Street Newark, DE 19711 731-2450
Mr. Fal Jones	Recreation Supervisor New Castle County Parks & Recreation Recreation Division 3300 Faulkland Road Wilmington, DE 10807 571-7726
Mr. John Lester	Lester Lumber and Home Center Route #13 St. Georges, DE 19733 834-4594

Mr. Richard Nelson	Industrial Engineer duPont Company Vice President - Junior Achievement of Delaware 20 Ferncliff Road Newark, DE 19711 774-9005
Mr. William Robelen	Personnel Development Director Chrysler Corporation Newark, DE 19711 453-5000, Ext. 5351
Mr. Darl Robeson	Career Guidance & Job Placement Counselor Newark High School East Delaware Avenue, Ext. Newark, DE 19711 731-2155
Mr. Fredrick Rohm	Executive Vice-President Greater Newark Chamber of Commerce 250 East Main Street Newark, DE 19711 737-4343
Mrs. Rachel Schweitzer	Supervisor of Curriculum Development and Research Department of Public Instruction John G. Townsend Building Dover, DE 19901 678-4681
Dr. Loren J. Thompson	Director of Instruction Newark School District 83 East Main Street Newark, DE 19711 731-2216
Mr. Douglas Tilley	Principal Hodgson Vocational Technical School Route 896, South Newark, DE 19702 731-2401
Dr. Primo Toccafondi	CEIS Project Coordinator Newark School District 83 East Main Street Newark, DE 19711 731-2328

Mr. Dennis Withrow	Personnel Director Westvaco Corporation Ogletown Road Newark, DE 19711 453-7213
Mrs. Sandra Worthen	Delaware House of Representatives 16 Fairfield Drive Newark, DE 19711 731-5675

FINAL DRAFT

PHILOSOPHY AND ORGANIZATION OF NEWARK SCHOOL DISTRICT'S CAREER EDUCATION ADVISORY COUNCIL

I. Introduction:

The accomplishments of Career Education in the Newark School District require a shift in focus of Advisory Council activities from those that are developmental in nature to activities which focus upon refinement and coordination. Initial impetus of Council activities was given to the definition of goals and objectives of career programs, assisting in establishing credibility of career related programs within the schools and also the community, and assisting in identifying both administrative and community support for career education.

These activities will continue to be of concern to the Council; however, some new directions and goals for the Advisory Council have been defined. These include: (a) to provide a format for continued community input regarding desired outcomes of a career education program; (b) to serve as the interface between schools and the community to enhance continued interaction of the community with curricular activities; (c) to make recommendations to the District regarding the scope and direction of career education activities; (d) to monitor the degree of success in achieving career education goals as recommended by the Council and adopted by the District; and (e) to update goal related documents and suggest priority activities for career education.

To accomplish these tasks, the general orientation of the Council will change from that of a general type Advisory Council to one that is more task oriented. Council meetings will occur quarterly supplemented by task force meetings held during the interim months. Other Council meetings will be called at the discretion of the Chairman of the Council on an as-needed basis.

II. Advisory Council Composition:

The Council will be composed of approximately 10 to 15 members. Each of whose duties will include the chairmanship or assistant-chairmanship of a special task force committee established to deal with the problem or accomplish a task according to the priorities established by the Council, District administration, and project staff.

The following should be considered guidelines for Council composition:

A. Chairman of the Career Education Advisory Council should be a top-level District administrator.

B. Duration of appointments for Council members should be for one year. Reappointment will be at the discretion of the Superintendent or his designee.

C. The Council should be composed of educators, representatives from the community, and representatives from business, industry and labor.

D. The District Office of Instruction should be represented on the Council.

III. Task Forces:

Task forces will be established by the Council according to identified priorities, needs, and/or problems. Permanent members of the task forces will be two Council members who serve as chairperson and assistant-chairperson. Each task force will be augmented by special appointments from education, business, industry, labor and the community. These special appointments will be individuals most qualified to accomplish the assigned task of the committee. It will be the responsibility of the chairman and the assistant-chairperson of the task force to communicate the activities of their committee to Council members during the quarterly Council meetings.

Task forces may be organized to accomplish both short term and long-range tasks. In any event, completion of an assigned task by a committee would be a signal for dissolution of that committee. The total annual time commitment of Council members in Council and task force activities should be within the original parameters defined for Council involvement. These parameters were ten meetings per year with the length of the meetings approximately two hours.

The relationship of Council members to task forces is as indicated in Appendix 1.

IV. Suggestions for Task Forces:

Task forces will be determined according to the needs and problems of the District career education program as they relate to project activities. Suggestions for steering committees to be established during each school year are based on past and present project activities and are consistent with future plans and priorities established for

the next school year. The following are suggestions for task forces to be established either on an individual basis or in some suitable combination:

A. Elementary

B. Middle

C. Secondary

D. Inservice

E. Dissemination/Publicity

F. Educational Resources Association

G. Guidance

V. Operational Comments:

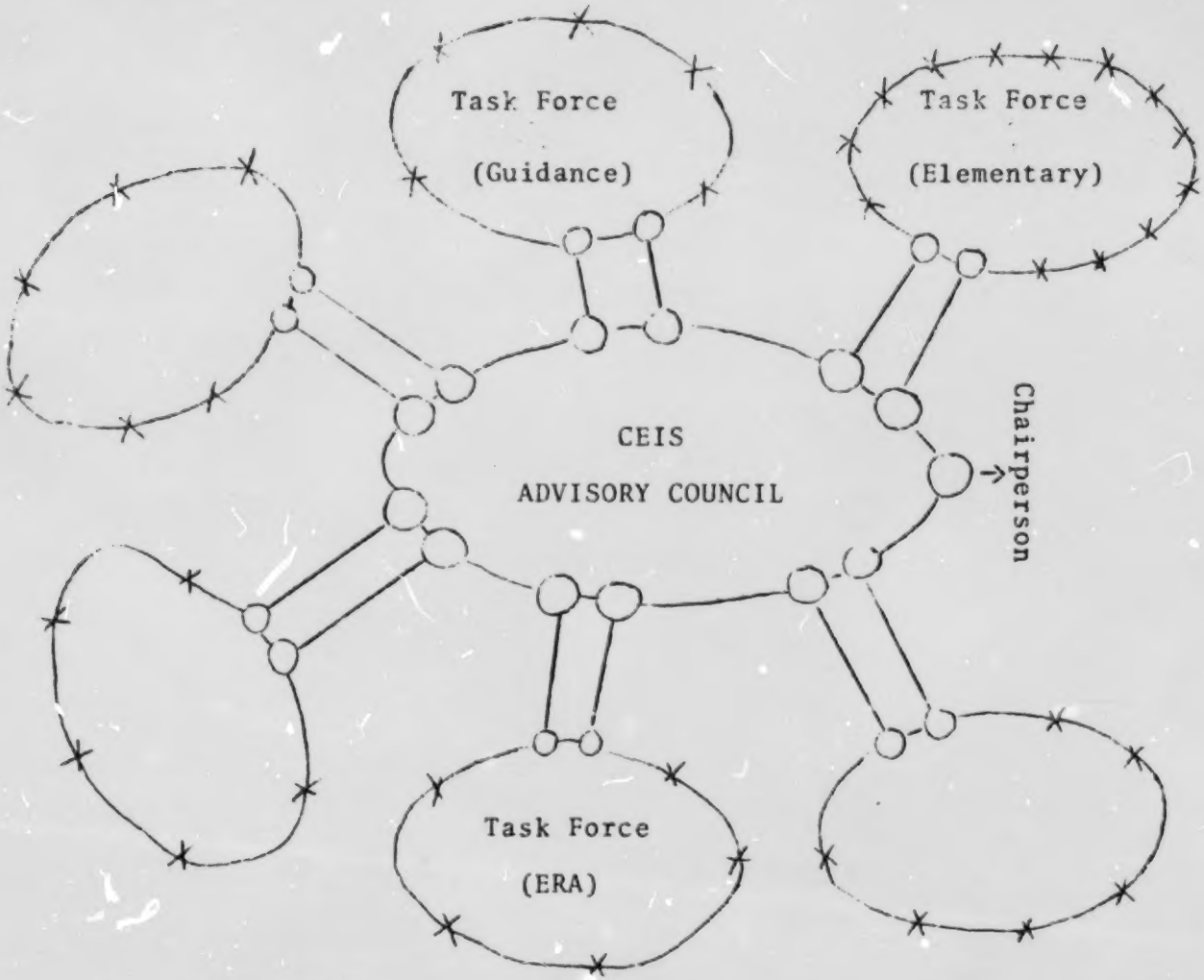
A. Council assignments to task forces will be made by the Chairman of the Advisory Council and will be based upon individual member interest.

B. Identification of personnel to be appointed to task forces will be the responsibility of the project staff in coordination with the appointed chairman of the task force.

C. Administrative details such as scheduling of meetings and secretarial responsibilities will be accomplished by project coordinators in coordination with task force chairpersons.

/jpw

APPENDIX 1



O - Advisory Council Members (Permanent Assistant-Chairperson)

X - Task Force Members (Temporary Appointments)

APPENDIX E

NEWARK SCHOOL DISTRICT

GUIDANCE DEVELOPMENT PLAN

GUIDANCE DEVELOPMENT PLAN

Written by:

James Byrd, Counselor

Robert Connor, Counselor

Gene Savage, Counselor

AUGUST, 1975

1ST REVISION

NEWARK SCHOOL DISTRICT
CAREER EDUCATION INSTRUCTIONAL SYSTEM
NEWARK, DELAWARE

Dr. George V. Kirk, Superintendent
Dr. John E. Allen, Deputy Superintendent
Dr. Keith E. Stapley, Assistant Superintendent

NEWARK BOARD OF EDUCATION

Priscilla W. Crowder, President
William H. Clark, Vice President
Randolph Lindell
Richard B. Nelson
Dorothy H. Ross
Dr. George V. Kirk, Secretary

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

H. Nelson Freidly, Jr., Project Director
Director of Secondary Education

Dr. John X. Auletto
Director of Student Services

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The Guidance Development Plan represents an organized effort to review the major guidance responsibilities that counselors share at all levels, elementary through high school and to outline the specific tasks counselors perform in the elementary, middle and high schools.

Guidance Development Plan

Preface

"The primary purpose of education is to help individual become more self-directive and capable of creative and purposeful living."[1] The goal of guidance is to free the individual to accept responsibility for his own decisions and to develop ability for self-analysis and self-direction."[2] "The basic principle of guidance is to give each individual whatever help he needs to achieve success and happiness."[3]

I. Major guidance responsibilities shared by counselors elementary school through high school.

   A. Counseling students is the major guidance function.

      1. Every student has the right to counselor time and professional service.

      2. Counselors meet with students at student requests, upon referral by staff members, and at parent request.

      3. Counseling services are available for the individual counselee on a one-to-one basis.

      4. Group counseling is appropriate for small groups of students with common concerns.

5. Group guidance is a means of providing information to students concerning personal-social behavior and educational-career needs. Developmental group guidance/counseling programs should be established to assist students in improving interpersonal relationships and gaining insights toward developing a better self-concept.

6. "The primary emphasis in counseling students should be placed on the developmental needs and decision points in the lives of the total range of students rather than upon the remedial needs and the crisis points in the lives of a few students, with the major goal of counseling being that of increased self-responsibility and an increased maturity in decision-making upon the part of the student."[4]

   a. The implication is not that counselors should divest themselves of the responsibility for meeting the remedial needs of students. This is an area of responsibility shared by teachers and counselors primarily concerned with the student's academic skill needs.

   b. Counselors must also assist a student when the student feels he is at a crisis point. During anxious times, the student needs an opportunity to release tension and the most available person to talk it out with is the counselor.[5]

   c. However, students with severe emotional problems requiring frequent counseling should be referred to a public or private counseling service.

B. Consult with teachers, parents, and administrators

   1. The counselor's key to developing and maintaining positive relationships with parents is to provide adequate communications between the school and home.

      a. Parents should be appraised of the nature of the guidance program and of the guidance services rendered in each school. They should know by name the counselor who serves their child.

         (1) School newsletters, local Parent Teacher Association publications and student handbooks are useful means of disseminating this information.

(2) Personal contacts are, however, far better and parents should have the opportunity to meet the counselor early in the school year at the school's "open house" program and during full membership school PTA meetings.

b. The counselor should encourage teachers to contact the parent when a student is not progressing satisfactorily. Conversely, a parent should be informed when the situation improves.

c. "The school counselor serves as a consultant to parents or guardians regarding the growth, educational and career planning, and development of the counselee."[6]

(1) Counselors may serve as impartial consultants at conferences with teachers and parents and be prepared to offer professional insights and alternatives for consideration.

(2) The parent and counselor conference permits a confidential exchange of information designed to gain a better understanding of the child.

2. The teacher is a member of the guidance team and teachers and counselors must work together to help meet the needs of their students.

a. The sharing of individual pupil data and observations aid in identifying individual differences in students and recognizing their needs in the classroom.

b. The counselor assists teachers in making pupil referrals to other personnel in school, such as the speech therapist or reading specialist.

c. The counselor involves teachers in conferences with students and parents and accepts requests from teachers to attend such conferences.

d. The counselor is a resource person and makes information available to teachers concerning careers and assists in planning classroom guidance activities.

e. The counselor acts as a consultant to teachers when they have students who are having learning difficulties or discipline problems in the classroom.

3. The counselor and the school administration.

   a. The school adminstrator is also a member of the guidance team. The school administrator must provide the leadership and support of the guidance program if it is to be effective.

   b. The administration works with counselors to develop the guidance program and interpret it to staff and community.

   c. The counselor submits information to the administration about student needs and and attitudes which relate to the guidance program and to curriculum development.[7]

C. Coordinates efforts as a team with other specialists within the school, district, and community.

   1. The counselor must have a working knowledge of the many and varied referral agencies and specialists within the school, the school district and the community.

   2. The counselor needs to be aware of the specific services, duties, and responsibilities of the support personnel. A personal knowledge of the unique qualities and characteristics of the individuals would further guide the counselor in the section of the most professionally appropriate person(s) to call for assistance.

   3. The counselor should coordinate all efforts made by specialized personnel in order to prevent duplication of services, maintain communications between agencies or specialists, and to collect information on which to base progress reports for all concerned.

D. Providing for the career-development needs of students.

   1. Paramount is the understanding that career choice is a continuing process extending over the years and is not an event that just takes place. The student should be helped to make a series of choices as he becomes increasing realistic about himself and the world of work. Effective career planning is based on the individual's knowledge of information he tentatively seeks.[8]

   2. The counselor assists the student in self-appraisal by helping him to assess his abilities and aptitudes, strengths and weaknesses, discover his values, and identify his interests and aversions.

3. The counselor works with students in developing self-awareness and decision-making skills so the student may set realistic goals.

4. The counselor helps the student to understand the importance of education and training as he sets his goals.

5. The counselor acts as a resource consultant in developing career programs in the school and serves as liaison between the school and the business-industry-labor-professional community.[9]

ELEMENTARY

Written by:

Robert T. Connor

Director of Child Guidance

New Castle-Gunning Bedford School District

AUGUST, 1975

THE ELEMENTARY GUIDANCE & COUNSELING PROGRAM

The elementary school counselor can develop and organize guidance services which help correct problems that interfere with learning.

The first five years of a child's life are the most impressionable years when his or her educational base is formed. After that time a hammer and chisel process occurs with educators trying to carve out a finished product. One aspect that is frequently forgotten in the process is the child's self concept and attitude. From the beginning it should be stressed that productivity comes about because of proper attitudes and self-concepts. (A poor reader does not become productive if he maintains a negative attitude about himself.) Early identification of interests and needs must be capitalized on if the child is to develop to his potential. The most favorable time for attacking school and social problems is during the early formative years.

Benjamin Bloom in his research with pre-school children points out in his book "Stability and Change in Human Characteristics", that (50%) fifty percent of a childs intellectual development occurs between conception and age four with (30%) thirty percent between four and eight. Others such as: Maya Pines, "Revolution in Learning"; Selma Fraiberg, "The Magic Years"; Burton White, "Human Infants Experience in Psychological Developments", Ilg and Ames, "School Readiness"; stress the importance of stimulating children intellectually during their earliest years.

Dr. Terrel H. Bell, former acting U. S. Commissioner of Education, has recommended involvement with children in their early years. Other studies of child development show that children establish lifelong behavioral patterns during ages six through ten . . . . the first four years of school.

Based on this current information, which emphasizes the need for early detection and prevention, the elementary school guidance & counseling program should be viewed as primarily a preventive program; assessing pupils needs, providing parental assistance, developing counseling techniques to deal with the needs and evaluating pupil change. The assessment phase is extremely important. If the assessment is correct the counselor can intervene on appropriate youngsters at a crucial time in their development. Pupil assessment means teacher and parent cooperation are essential since their role in the child's development is extremely important.

Observation skills can help the counselor to identify pupils with behavior problems. The classroom teacher may be too involved with the pupils to make adequate assessments of behaviors, the counselor can identify specific pupil behaviors which may be troubling the teacher & distracting the class.

Counselors when making inferences must be certain the inference is clearly stated and fully warranted by supporting evidence. Drawing an inference without proper support could be harmful and unfair to the child and could cause future rejection of the counselor on the part of the teacher and parent.

Every child has the "right" to receive whatever services are available in order to provide him/her with the help needed to achieve success and happiness.

I. Major Responsibilities of an Elementary Counselor.

A. Counseling with children is the main professional function of an elementary counselor although counselors will, and do consult with teachers, parents, administrators, and other professional staff members pertaining to the needs of the children. These needs are frequently related to the child's growth and development, as well as, the family structure and how he/she fits into that structure.

B. An elementary school counselor is responsible for:

1. assessing pupils needs and developing counseling techniques to meet these needs.

2. providing leadership in drug education at the elementary level where basic attitudes are formed.

3. providing experiences which create an early awareness of the world of work and initiate a sequential program of career development.

4. assisting parents, teachers and students in developing interpersonal relationships which are essential to satisfactory adjustment.

5. providing support and encouragement to children during critical transitions in their lives.

6. helping prevent delinquency through programs of early identification, appropriate referrals, and through the implementation of programs for behavorial change.

7. preventing mental health problems through early identification and intervention by counseling the child, consulting with teachers and parents, and coordinating school and community resources.

8. developing and organizing guidance services which help correct problems that interfere with learning.

9. organizing parent orientation meetings.

10. providing inservice training for faculty and staff.

II. Objectives of an Elementary Counseling Programs

A. The overall objective for elementary counseling is to help the child reach a point where optimal conditions for learning and growth have been achieved, but this is made up of many components.

1. To help children better understand themselves and their actions.

2. To help children develop positive self-concepts.

3. To help children develop socially and become more mature in their relationships with others.

4. To help students better understand the need for education in their lives.

5. To help students develop a positive attitude toward school.

6. To develop a more harmonious relationship between parent and child.

7. To help children develop a responsibility for making decisions in seeking goals, making choices and planning their life.

III. Counseling Techniques

A. Counseling sessions with elementary school children differ in the techniques utilized because of the developmental differences in the children. First graders, generally speaking, have a shorter attention span than fourth graders and various activities may be used during one session vs the other.

1. Group counseling - (Total Classroom Counseling) This is focused on the needs of children in classrooms where this procedure is requested by the classroom teacher. Children involved in these classes will be counseled through highly structured peer group influence techniques, such as open-end stories, role playing, group discussions and socio-dramas.

2. Role playing - one way children can act out various behaviors. This gives them an opportunity to view each others feelings as well as reactions to one another. Discussions many times follow role playing techniques.

3. Filmstrips - filmstrips pertaining to classroom and social problems are sometimes brought into the classroom in order to help children view someone else's problems, and discuss possible alternatives to the solution.

4. Open-end story - the purpose for open-end stories is to help the children express themselves and give their solutions to problems with which individuals are faced. Their ideas and concepts of the roles of the individuals and their conclusions may be varied. It is hoped, that through open-end discussion, children will see they are not so different in their feelings and it gives them an opportunity to understand others feelings.

5. Poster prints - (discussions) when counselors go into a classroom, they are sometimes faced with the reality of a situation. It may be that a child has just experienced a divorce, a separation, or a death in the family. Discussions are many times brought to the counselor through the child's own initiative. A child may express his feelings while the counselor is in the classroom. Many times poster prints, which are no more than just pictures of scenes or activities, help to elicit these responses. They help the child to focus on his own experiences and relate his own experiences to the picture that is being shown. Therefore, the counselor has to help direct not only discussions, but solutions to these problems depending on the individual child's needs.

6. Informal contact - when a counselor has a period during the day when he is not counseling an individual, a small group or total classroom, we believe he should be in a classroom making a very casual survey among the children, coming into contact with the children in order to help build a better rapport. This is extremely important. It shows his interest in the children, that he is concerned about them, and concerned about their work. It gives the children the opportunity to look upon the counselor as someone who is there for help and for guidance. Many times this informal contact is exactly the thing that is needed before a child feels secure enough about coming for individual help.

7. Individual counseling - this one to one counseling relationship will include children who are referred by their teacher or through the request of their parents.

8. Self-initiated counseling - a time slot is set aside each day when the counselor has time for meeting the needs of those children who have personal problems. This is called self-initiated counseling. The purpose for this is to give those children who are experiencing personal problems, whether it be home, school, or peer problems, the opportunity to come to the counselor and discuss these problems. In order to do this, a child has to have confidence in the counselor; the counselor has to build rapport with the children. This is brought about many times by informal contact.

9. Referral counseling - a child may be referred by the classroom teacher, a parent or any other member of the school professional staff. This child is many times seen on an individual basis at first and then may be phased into a group situation depending upon the cause of referral. The child will usually have an opportunity to chose a peer to come with him/her to the session. This provides a supportive arrangement for both of the children.

10. Play groups - the play group techniques is used in counseling when there are children in the classrooms who have problems getting along with one another. Sometimes the counselor will set-up a session so that children have the opportunity to play games together in a co-operative manner. These children may have started a session two months ago with a very negative attitude towards one another. Now they are learning to co-operate with one another through play therapy under a counselors supervision.

11. Talk groups - actually talk groups are very similiar to small group counseling situations. Different techniques once again can be utilized here. Whether or not it's a poster print picture that is used for stimulation of a discussion, or the children themselves have something they would wish to discuss that particular day.

    This group can come from different classrooms. A similar group could come from the same classroom talking about something they all have in common.

12. High interest groups - high interest clubs may originate for many different reasons. Clubs may originate because of a lack in adequate self-concepts and social involvement. They may be children who were not involved in any extra-curricular activities, such as band, chorus, or gymnastics, and who have few friends in their classrooms.

    By offering them an activity and a skill, which is tangible, it is intended to make them feel good about themselves. They could succeed in an area that brings them to the attention of their classmates.

    This group atmosphere allows the counselor to observe children interacting with their peers. It also affords an opportunity to reinforce the children in areas of special needs.

    High interest groups may be formed with many groups such as: art, model airplanes, sports, and mechanics. The objective is to insure target children of a successful experience.

13. Behavior Modification - in the controlled atmosphere of this group, unacceptable behavior is well defined. Success is equally well defined and rewarded. We use the token system for rewarding. Each token they earn can be exchanged for a privilege previously defined.

IV. Services offered to Parents, Teachers and Administrators.

A. Parents: The elementary counselor should help parents to understand the developmental needs of all children and to meet the individual needs of their own children, as well as:

1. Help the parents understand the objectives of the school.

2. Help the parents understand the expected outcome of an elementary school guidance program.

3. Help the parents understand their child in terms of his social, emotional and academic strengths and weaknesses.

4. Help the parents understand their child's needs in order to adapt their behavior to better meet the child's needs.

5. Make referrals when necessary to the appropriate specialist.

6. Provide resource materials which will help the parent become a better parent.[10]

7. Provide family counseling in accordance with the child's needs.

8. Counseling with individual parents and groups of parents in meeting specific needs.

B. Teacher: The elementary teacher is a crucial part of the counseling program. The teacher must recognize the child with a particular need and feel free to refer him for counseling help without feeling inadaquate about him/her self. The teacher must realize the counselor is there to assist him/her with the child's educational needs rather than someone who will criticize. The counselor is also there to:

1. Provide for a counselor/teacher workshops to inform teachers of the guidance and counseling services.

2. Provide professional literature pertaining to individual differences in children.

3. Counselor/teacher conferences based on pupil needs and developmental growth characteristics.

4. Assist in making outside referrals.

5. Initiate inservice training pertaining to classroom techniques available in meeting the social and emotional needs of the children.

6. Assist with personal counseling.

C. Administrator: The elementary school counselor should assist the administrator and his staff in understanding; the effect of their behavior on children and the need for interaction of the professional staff in bringing about a united effort toward developing positive psychological changes in the children. An administrators endorsement of the elementary guidance program is vital in building a successful program. The administrator's support of the guidance point of view passed on to the faculty and parents will help in making a smooth transition of the program into the school curriculum.

V. Dissemination of Counseling Information:

A. Inservice Education

1. Teachers, parents and community organizations should be made part of an overall orientation program.

B. Providing professional literature and materials in counseling and guidance.

1. Elementary counselors should make reports and professional books available to teachers and parents.

C. P.T.A. Groups

1. Presentations, newsletters and outside resource people should be made available to the local P.T.A.'s through the elementary counselor.

D. Counselor/parent/teacher conferences

1. Counselors should serve as impartial consultants at conferences with teachers and parents and be prepared to offer progessional insights & alternatives.

E. Group Counseling for Parents

F. Articles written for the news media

G. Home Visits

1. Parents should be appraised of the nature of the guidance program and of the guidance services rendered in each school.

VI. The Counselor as a Coordinator of pupil personnel needs in the school and community.

A. Identifying and facilitating referral of children with serious problems to other school or community services; serving as case manager, coordinating information from many sources, preparing case material for use by appropriate persons or agencies, providing liaison with these persons or agencies as the case develops. 11

1. The counselor should be aware of the various referral agencies and pupil personnel services within the school and community.

2. The counselor should be aware of the specific services duties and responsibilities of the support personnel.

3. The counselor should assist in coordinating special services for any counselee.

VII. The Counselor's role in curriculum development and change.

A. The needs of the overall child must be taken into consideration (The affective as well as the cognitive domain) by:

1. interpreting the emotional effect of curricular experiences and materials on the child's concept of self and on relationships with others.

2. Sharing in the development of materials which are sensitive to the needs of children of varying interests and which help children develop realistic concepts of themselves and their environment.

3. Planning with teachers ways by which young children may approach an understanding of the world of work and may become aware of and develop their own strengths in dealing with people, ideas and things.

4. Initiate change in the curriculum for the child when it appears necessary for the child's welfare.

VIII. Guidance Materials:

A. Marketed Guidance Resource Materials are available for the counselor, as well as, the classroom teacher. Topics include basic concepts of the childs social, emotional and physical environment. The audio-visual materials offer opportunities for children to analyze and discuss similar experiences they have encountered. The marketed materials include;

1. Filmstrips

a. viewed and discussed

2. Picture books

   a. pertains to the individual & his experiences

3. Poster Pictures

   a. series of large pictures in color depicting various emotions

4. Sound Kits

   a. designed to achieve specific behavioral objectives

5. Kits

   a. DUSO - Developing Understanding of Self & Others

6. Films

   a. suitable for specific situations

7. Books

   a. bibliography includes books for children, teachers, parents.

B. Innovative Materials - these materials are usually made by the children or counselor.

1. puppets

2. posters

3. charts

4. games

5. collage

6. mobile

IX. Forms (See Appendix A): Records are a must for every organized program and counseling is no exception. Attached are examples of some of the forms which may be utilized in an elementary counseling program.

A. Counselor's forms

1. Referral information

2. Counseling interview sheets

3. Pertinent comments from counseling session

4. Pre and Post tests

5. Counseling list with birthdates & parents names

6. Pre & Post tests results for all counselees

B. Teacher forms

1. Referral

2. behavior referral form

3. Communication form for conference with counselor

4. Teacher evaluation of student

5. Teacher evaluation of services

6. Topics for classroom counseling

X. Counseling Discussions: These are some of the topics that will be discussed with children throughout the course of the year in the Guidance Program. Related resource material will be used in conjunction with group discussions, role playing, skits and other elementary counseling techniques.

A. Ways of Getting Attention

1. From teachers
2. From parents
3. From other adults
4. From friends
5. How groups get together to use certain tactics of getting attention (from substitutes, new teachers, special teachers.)
6. Negative types
   a. Why are they "bad".
   b. Why are they used.
   c. Alternatives to specific tactics
   d. Reactions of others to negative tactics.
   e. What is desired of the child when he resorts to negative tactics.
7. Positive types
   a. Why are they "good".
   b. Why and when are they used.
   c. How do people react to their use.

B. Rules - Why We Have Them!

1. At home
   a. With parents
   b. With siblings
   c. With neighborhood friends
   d. Who sets them up
   e. Who carries them out
   f. Fair vs. unfair rules and ways they affect a child's sense of justice.

2. At school
   a. With the teacher
   b. With classmates
   c. In special areas
      1.) physical education
      2.) art
      3.) music
      4.) library
      5.) cafeteria
3. Group rules vs. individual rules
4. Need for rules in society vs. free will
5. Increase in age means increase in following specific rules.

C. Responsibilities

1. As individuals
   a. To whom
   b. To what
   c. Why
2. As a member of a group or a group as a whole
   a. To whom
   b. To what
   c. Why
3. Difference between accepting responsibilities and just going along with the easiest way to do things.
4. Changes in responsibilities with increase in age and status.
5. Use of filmstrip ("Recognition of Responsibilities").

D. Personal Development (your personal attitude toward yourself affects your school performance.)

1. Ways of developing
   a. Socially
   b. Emotionally
   c. Physically
   d. Intellectually
2. How development is affected by
   a. Your own (child's) attitudes
   b. Parent's attitudes
   c. Residence
   d. Family background and history, religion
   e. Age
   f. Number and composite of family
3. Seven Stories for Growth
   a. Accept your feelings - (story) "Jonny's Bad Day".
   b. Accepting ourselves - (story) "The Girl Who Wouldn't Sing."
   c. Talking about our problems - (story) "Hiram's Enormous Problem"
   d. Doing things for Others - (story) "The Lady Who Looked Like a Turtle."
   e. Replacing worry with Work and Planning - (story) "Betsy's Wish"

f. Learning to Live with Change - (story) "Jane's Peculiar Vacation."
g. Enjoying the Little things in Life - (story) "The Boy Who Had Everything".

E. Acceptance of Individual differences

1. What constitutes differences
   a. Physical
      1.) size
      2.) shape
      3.) color
      4.) handicaps or deformities
   b. Emotional
      1.) Different types
      2.) Control of emotions
   c. Why some people can't accept differences
   d. Filmstrip and record

F. Consideration for Others

1. For whom
2. When
3. How is consideration shown (feelings, actions, words).
4. How it feels to be
   a. accepted
   b. rejected
   c. ignored
5. Empathy
6. Filmstrip and record

G. Respect for Property

1. Whose property
2. Why care about others
3. What makes up respect?
4. Ways of showing respect.
5. Filmstrip and record.

H. Moods and Emotions

1. Along with use of study print's and teacher's guide, collection of other pictures, cartoons, etc. to be brought in by children to depict certain emotions.
2. Role playing
3. Kinds of emotions
   a. Love
   b. Joy
   c. Anger
   d. Frustration
   e. Compassion
   f. Sadness
   g. Thoughfulness
   h. Loneliness

I. Learning and Attitudes

1. Getting along with Family (filmstrip)
2. Sharing with Others (filmstrip)
3. Learning to be Liked (filmstrip)
4. Learning to Make Friends (filmstrip)

J. Peer Relationships

XI. Future Trends in Guidance and Counseling

A. New Techniques

1. behavior modification and reality Therapy

B. Special Group emphasis

1. disadvantaged
2. Parent Guidance
   a. family counseling
3. Vocational & Career Guidance
   a. more of an emphasis
4. drug education
5. sharing problems among students[12]

MIDDLE

Written by:

Gene Savage, Counselor

SHUE MIDDLE SCHOOL

AUGUST, 1975

I. Guidance in the Middle School

A. Counseling with individual students

1. Students refer themselves by sign-up. Parents, teachers and administrators refer students to counselors, and counselors identify students who may need counseling.

2. The counselor must be accessible to pupils and his schedule must be flexible enough to accommodate students whose problems require immediate attention.

B. Parent/Pupil counseling with individual parents and with teachers

1. The counselor has a responsibility to communicate with parents - to appraise them of their younster's progress. Parents have a right to know of unsatisfactory progress and of improved or exemplary progess as well.

2. The counselor can help the parents gain an accurate understanding of their youngster in terms of strengths and weaknesses.

3. The counselor usually should be present at parent conferences with teachers and provide support for both.

a. The counselor should prepare teachers for parent conferences and be prepared to present alternatives and professional insights.

b. The counselor can identify referral agencies for parents when such assistance is required.

C. Group guidance and small group orientation

1. Small group sessions with students help counselors:

a. Acquaint students with the functions/facilities of guidance.

b. To learn the kinds of problems students new to the middle school are experiencing.

c. Identify individuals with problems.

2. Follow-up group guidance should be provided for students with similar problems, such as shyness, poor study habits, peer group pressures.

D. Meeting with teachers/teaching teams

1. Counselor assists teachers with student grouping and is an integral part of the process of pupil evaluation particularly in providing data to aid teachers in the evaluation.

2. Counselors can be helpful in interpreting to parents the rationale for grouping and occasional re-grouping.

3. Effective teamwork and cooperation between teachers and counselor with counselor also acting as a go-between with parents should serve to alleviate problems in the classroom.

E. Follow-up on pupil progress is a responsibility of the guidance counselor.

1. Follow-up of report cards grades and interim student unsatisfactory student progress.

2. Follow-up of individual student progress as a result of action plans provided by teachers with counselor's and parents knowledge and cooperation.

F. Counselor coordinates efforts of Pupil Personnel Services and outside agencies in behalf of students in his school.

1. A knowledge of the school district and community agencies is implicit.

2. Teamwork and a professional attitude of mutual trust and respect in sharing of information must prevail.

G. The counselor is responsible for administering standardized tests.

1. Orientation sessions must be provided for teachers and materials prepared and distributed.

2. Provisions must be made for analysis of the results, for sharing them with parents, students and teachers, and for entering the results in the pupil's cumulative record folder.

H. The counselor should interview students entering the school from outside the district. [13]

1. Parents should be present at the at the intake interview when possible.

2. The counselor at the student's previous school may be contacted.

3. Individual testing may be required to determine individual needs and class placement when records are not immediately available.

I. Counseling with individual staff members.

1. The counselor can be helpful in giving time to listen to teachers' problems. Usually, this will serve to prevent the problems from entering into the teacher's classroom role.

2. The counselor must respect the dignity and individuality of each staff member and provide total confidentiality.

J. The maintenance, screening, and updating of pupil cumulative records is the counselors responsibility. Under the Rights and Privacy Act of 1974, parents have the right to see their youngster's cumulative record. The counselor should be available to interpret the information to the parents.

K. The guidance counselor should serve in an advisory capacity in providing the librarian and other staff members with suggestions on resource materials in the area of career information and to assist students with locating and interpreting career information.

L. The counselor is responsible for conducting career-related large group guidance sessions in the middle grades, acting as a resource person and in an advisory capacity for staff members developing career electives, and to exercise their leadership in developing career-related field trips and career days.

M. Articulation with the elementary schools and high schools.

1. The guidance counselor prepares an orientation program for each of the feeder elementary schools.

2. The counselor meets with teachers at the feeder schools to develop a list of special needs of incoming students.

3. The counselor acts as coordinator of activities between the high schools and the middle school. These activities are for present eighth grade students and include an orientation program by each high school, visitation at the high school, band and choral tryouts, and visits by coaches to sign-up and orient youngsters who indicate interest in specific sports.

N. Assisting eighth grade students in selecting courses for high school.

1. The largest amount of counselor time is spent in this task. Parents and students are scheduled together to finalize these important decisions.

2. The counselor disseminates and explains the high school course selection handbook in large group presentations and meets in small group sessions to clarify specific issues prior to the parent/ pupil conference.

3. The counselor requests and receives evaluations from base subject teachers relevant to the most realistic course placement at the high school in grade nine.

4. The course selection conference finalizes the ninth grade program of each student and incorporates the needs and desires of parent and pupil with the counselor acting in an advisory capacity and as provider and interpreter of educational data.

5. Prior to the end of the year, changes in a student's program of study are made as required by the receiving high school. These changes occasionally arise because courses are dropped due to low student enrollment or because of a scheduling conflict in the individuals program.[14]

HIGH

Written by:

James Byrd, Counselor

CHRISTIANA HIGH SCHOOL

AUGUST, 1975

GUIDANCE IN THE HIGH SCHOOL

I. Counseling students is the primary service offered in the guidance program.

A. Student rights and responsibilities

1. Every student has the right to counseling within the school setting and also the right to refuse such counseling.[15]

2. Students further have the right to determine the type of counseling, whether group or individual.[16]

3. Students also have the right to choose a different counselor from the one assigned.

4. Students have the responsibility to abide by their decisions and to "work-through" their problems once they have agreed upon a counselor and the type of counseling.[17]

B. Counseling may be initiated by the students themselves, by teachers, administrators, other staff members, parents, community agencies as well as by the counselor.

C. Counselors may assist students in their planning, decision-making, and personal development through individual counseling or through group processes.

1. The two processes complement each other.

2. Where possible, counseling sessions are scheduled so as not to interfer with the student's academic schedule and at the same time are protected from encroachments by other functions.

3. Group processes range from large to small group guidance sessions, where the primary goal is imparting information, to small-group counseling, where counseling techniques are used with selected groups of students who may exhibit a need or desire for help in their personal adjustment.

4. Small group counseling often leads to requests for individual counseling.

5. Individual counseling provides an atmosphere of empathy in which students have an opportunity to express their feelings and ideas without the fear that what is said will go beyond the privacy of the counselor's office.

6. Both group and individual counseling seek to assist students in becoming increasingly self-directive in planning, decision-making, and personal development in as much as it is the students and their parents who are ultimately responsible for the decisions.

7. "Counseling and small-group processes are differentiated from advisory, punitive, or other relationships based on threat."[18]

8. Both counseling processes are concerned with all phases of student growth as they relate to personal, educational, and vocational development planning and decision-making.

9. Counseling sessions, whether individual or group, should be conducted by professionally qualified counselors who observe high ethical standards.

II. Counselors do not work with students only for they must be in contact and work with parent/guardians, teachers, administrators, other school personnel, community agencies, businesses, industries, labor unions, colleges, universities, and technical schools.

A. Counselor contact with parent/guardians - Conferences are held with parents or guardians to share information and to gain mutual understanding about those students with whom the counselor's working.

1. Conferences are held at such time and place and is mutually agreed upon by all parties involved.

a. Other parties involved may be teachers, administrators, and other school personnel, as well as the student and any other interested parties as agreed upon by the parent and counselor.

b. The meeting place may be both inside and outside the school and beyond regular school hours.[19]

2. The counselor serves as a consultant to parents or guardians regarding the growth and development and the educational and career planning of the student.[20]

3. The counselor keeps parents or guardians informed of the guidance program and of school policies and procedures, and provides them with information about course offerings, educational and career opportunities, course or program requirements, and those resources that will be of help to the student in their continuing development.[21]

B. Counselor contact with teachers - The counselor works with teachers and professional members of the guidance team by providing appropriate information and materials, and acting as a consultant.

1. Conferences are held with teachers regarding student's growth and development.

2. Teachers are included in conferences with students and parents where the teacher has an involvement.

3. The counselor assists the teacher in making referrals to the appropriate school or district personnel, such as the speech therapist, audiologist, remedial reading teacher, resource teacher, and psychologist.[22]

4. The counselor makes available educational and vocational planning information to teachers who are interested in providing their students with classroom experiences that will be beneficial in making decisions concerning their career goals.

5. The counselor cooperates with work-study coordinators in arranging student schedules.

6. The counselor assists teachers in the interpretation of data from the student's cumulative folder.

C. Counselor contact with administration - The counselor recognizes the importance of administrators in creating the atmosphere where guidance services may be successfully offered.

1. The administrators and the school district support the guidance program by providing an adequate budget by allocating supporting staff of clerical and para-professional aides, and by providing physical facilities, supplies and necessary equipment needed for the effective operation of all the guidance services.

2. The administrators also provide the necessary leadership in enlisting the support and cooperation of the board of education, parents, business, industry, local youth agencies, and government.[23]

3. While the administrator provides leadership and support, the counselor must work cooperatively in developing and maintaining a guidance program that fits within the frame work of the school philosophy.

D. Counselor contact with student personnel services - The counselor recognizes the value of working as a team member of the student personnel services.

1. Some of the other members of the student personnel service team to whom the student may be referred are audiologist, dental hygenists, psychologist, reading teacher, resource teacher, school nurse, speech therapist, student advisors, and visiting teachers.

2. Referrals should be made through approved channels and with the consent of the students and/or the parent.

3. The counselor acts as a consultant regarding the student's growth and development to those providing the student services.

4. The counselor should follow up on all referrals to see if the student feels the referral was really helpful.

E. Counselor contact with community agencies - In the course of working with a student it occasionally becomes apparent that the resolution of the student's problem is not to be found within the counselor's office, within the school, or even within the school district simply because the kind of service needed is not provided by the school district or that, in the counselor's judgement, the best solution to the problem is found in either a public or private community agency.

1. The counselor should maintain close relationships with local agencies, both public and private, in order to have a first hand knowledge of the agencies and their personnel so that referrals might be made more appropriately.

2. Referrals should be made after discussing with the student the advantages and disadvantages of the choices available.

3. Where cost is involved, it may become especially necessary to involve parents.

4. School and district policies should be followed in making any referral and in the transmission of any school records regarding the student.

F. Counselor contact with occupational and educational institution - In order to be of help to students in both making decisions concerning his educational and vocational plans and carrying those plans out, it is vital that the counselor maintain a close working relationship with personnel in local businesses, industries, labor unions, governments, employment agencies, and with representatives of educational institutions.

1. Contact with these valuable resource people should be made both in the school and at their place of work.

2. Such visits between institutions should include student contacts where appropriate.

3. Information about educational and vocational opportunities is made available to students through direct contact with these resource people, through individual counseling and group processes, and through materials and information made available in the guidance office.

4. Contacts with employment personnel in business, industry, and government also provides opportunities for arranging for work experience for students as part of their programs of study, and for part and full-time jobs for the drop-out and the graduating senior.

5. Contacts with personnel of educational institutions provide for better communications regarding placement into appropriate post-secondary and adult educational programs based on career goals and personal consideration.

III. At the secondary level the counselor helps students to continue their guest toward their career choices.

A. Through group guidance and group and individual counseling the counselor helps the students to continue their growth in understanding their abilities, aptitudes, interests, aversions, and values.

1. The results of group and individual aptitude and ability tests and interest inventories are reviewed, analysized, and interpreted along with the students achievement in various subject areas.

2. Counselor observations may also be included for student consideration.

B. The counselor recognizes students' right and their responsibility to make their own choices regarding their career and assists them in developing decision-making skills.

C. The counselor should provide students with sufficient career materials and information to assist them with evaluation of their career choices in light of their understanding of their abilities and interests.

IV. Another important service of the guidance program is research and evaluation of the relative effectiveness of the guidance program in meeting student needs.

A. A plan for the evaluation of the guidance services is developed annually by the guidance staff.

1. The results are used to determine the strengths and weaknesses of the various services.

2. A report is made available to the faculty and administration.

B. Follow-through studies of post-graduates and drop-outs are conducted to determine the effectiveness of the guidance program in helping students attain their desired educational and career goals.

1. Such studies are of a longitudinal nature of the educational and career choices former students have made at various intervals of time after either graduating or dropping out.

2. The results of the studies are reported to the faculty and administration along with the guidance staff's analysis, interpretation and recommendations for possible changes in the guidance program, the school curriculum and other areas of school and community life.[24]

FOOTNOTES

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18. Evaluative Criteria, Fourth Edition, "Guidance Services", National Study of Secondary School Education," p. 296.
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APPENDIX F

GUIDANCE DEVELOPMENT COMPONENT

SAMPLE MATERIALS

CAREER ORIENTATION--GRADE SEVEN

WRITTEN BY:

GENE SAVAGE

IMPLEMENTED AT:

SHUE MIDDLE SCHOOL

JULY, 1975

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INTRODUCTION

Basic career concepts need to be clarified in order to enable the student to derive more personal meaning from the curricular and extracurricular exploratory experiences provided by middle schools.

The major objective of this guidance component is to clarify and reinforce some of the career concepts generally specified as goals of career education. The unit objectives of this component, "Career Orientation -- Grade Seven", for example, are consistent with the career education goals identified in Evan's definition of career education, which he views as:

> . . . attempts to help students understand the work ethics imposed by society; develops their work values based on their own personal interests in full awareness of society's demands; helps them become aware of the world of work and its values; explores the alternative occupations and careers available; and chooses, prepares for, and ultimately begins and pursues a career, including the possibility of occupational change and the hope for productive use of leisure during that career.[1]

Basically, "Career Orientation -- Grade Seven", is designed as an instructional model for counselors or other staff to use with seventh grade students so they may better understand (1) what work is and what it can mean to the individual; (2) why it is important to begin tentative career planning early; (3) how self-evaluation is important in making career decisions and; (4) how to locate, use and evaluate sources of occupational information.

Each class should be provided five forty minute periods of instruction during a five week span. However, the material may be too extensive to be fully covered within five days. The alternatives will be to omit some of the content or learning experiences, or to increase the instructional time.

In conclusion, the term "orientation" was selected rather than "exploration" because the latter implies (1) search; (2) experimentation; (3) investigation; (4) trial and; (5) hypotheses testing.[2] Some of these elements of exploration were used in this model, but were not intentionally and sequentially applied to specific exploratory activities.

I. UNIT ONE

A. Career Concepts
   1. People work to satisfy various needs.
   2. Many work roles may fulfill a person's needs.
   3. People are unique and should not be stereotyped by occupation.
   4. Worker roles are interdependent in our society.
   5. Technology causes changes in our society.
   6. Work roles for some persons may be leisure-time activities for others.[3]

B. Unit Goals
   1. To understand the changing meanings of work
   2. To develop an appreciation of work as a valued social institution
   3. To recognize that work satisfies many needs

C. Unit Objectives
   1. The student will be able to define orally the various meanings of work.
   2. The student will be able to discuss orally the development of the work ethic.
   3. The student will be able to explain orally how work satisfies many needs.
   4. The student will be able to defend in oral debate the proposition that work enhances the dignity and worth of the individual.
   5. The student will be able to deduce from observation an understanding of worker interdependence.
   6. The student will be able to identify in writing the aspects of work that he values.

D. Lesson Content
   1. Give the meanings of work, job, occupation, vocation, career, avocation, and leisure-time activities.[4]
   2. Discuss recent social developments in work.
      a. Discuss role changes related to women and to stereotyping.[5]
      b. Illustrate examples of the change in the labor force during the last century.[6]
   3. Discuss the historical evolution of the work ethic from the time of early Greece to the present.[7] Include anti-establishment views.
   4. Discuss how work satisfies psychological, physical, and social needs.
      a. Illustrate and discuss Maslow's Hierarchy of Needs.[8]
      b. Discuss how work fosters good mental health.
      c. Clarify the concepts of success and composition as they relate to individual needs.

E. Learning Activities

1. Construct a simple bench assembly unit.
   a. Basic design: drill identical holes in 2 or 3 small blocks of wood through which to pass a three inch carriage bolt with washer and nut.
   b. One student will perform one operation and pass the product to the next student.
   c. Job titles: supplier, fitter (fits one block over the other matching the holes), bolt inserter, washer applier, nut threader, tightener, inspector.
   d. Tools: screwdriver and pliers or small adjustable wrench.
   e. Learning outcomes
      (1) Demonstrates basic bench assembly construction.
      (2) Illustrates worker interdependence.
      (3) Illustrates degree worker values job and product.
      (4) Emphasizes value of good peer relationships.
      (5) Provides opportunity to realize degree of job satisfaction and fulfillment of needs.
      (6) Provides opportunity to relate personal needs to the job.
2. Construct an overlay to be projected to the class on an overhead projector. The title is "What I Want From a Job" and lists eighteen different job rewards.[9] Each characteristic that follows should be discussed with the class.

Job Rewards

(1) High Income (over $20,000 a year)
(2) Middle Income ($8,000-$20,000 a year)
(3) Moderate or Lower Income (below $8,000 a year)
(4) Security
(5) Risk or adventure
(6) Interesting and varied responsibilities; chance to exercise initiative and make own decisions
(7) Short hours
(8) Vacations
(9) High standing in the community
(10) Early retirement
(11) Light, easy work
(12) Outdoor work
(13) Pleasant working conditions
(14) Variety of duties every day
(15) Same duties every day
(16) Chance to be creative
(17) Chance to be alone
(18) Chance to be with people[10]

3. Develop with the class and write on the board a list of descriptive words with which to match selected occupations in order to clarify the concept of stereotyping. For example, fat (chef), dirty (mechanic), beautiful (actress), and dedicated (teacher).[11]

F. Criterion-Referenced Objectives
1. The student will write a paragraph of no more than one side of a notebook page in length on the topic, "Everyone Should Work". The student may agree or disagree with the statement but must tell why in either case.[12]
2. Each student will view the overlay, "What I Want From a Job" and write down on paper the corresponding job reward. To the right of each characteristic the student will evaluate his feelings about each reward by writing a "1" for very important, "2" for moderately important, or "3" for not important.[13] Students will file this information for use in Unit II.

II. UNIT TWO

A. Career Concepts
1. People work to satisfy various needs.
2. Many work roles may fulfill a person's needs.
3. Everybody makes career decisions.
4. Career development proceeds through a person's working lifetime.
5. The environment influences an individual's work role.[14]

B. Unit Goals
1. To understand the nature and importance of career planning
2. To understand how work roles contribute to the development of an individual's personality
3. To develop methods of self-appraisal meaningful to the individual

C. Unit Objectives
1. The student will be able to discuss orally the need for early career planning.
2. The student will be able to list in writing some of the major effects a career has on his life.
3. The student will be able to discuss orally the consequences of not planning for a career as compared to investing his present energy and time as a future investment.
4. The student will be able to discuss types of basic values in class.
5. The student will be able to discover how individual differences help to determine an individual's work values as he reviews his personal written evaluations of job rewards.[15]

6. The student will be able to list on paper some of the work values most important to him.
7. The student will be able to identify in writing the factors needed to develop a system of self-appraisal.
8. The student will be able to relate, through class discussion, how important self-appraisal is to career decision-making.

D. Lesson Content
1. Define career planning.
2. Discuss the importance of making tentative career choices early. Especially relevant is the need to make high school curriculum choices in grade eight.[16]
3. Discuss how a career develops a life style for an individual.[17] For example, compare the life style of a physician with that of an automobile mechanic.
4. Discuss the importance of making value judgments and the concept of value conflict.[18]
5. Discuss how personal job satisfaction, and the lack of it, affects an individual's personality.
6. Discuss the meaning of self-appraisal and its importance to career planning.
7. Define or illustrate aptitude,[19] abilities, school subject preferences, personal interests and activities and personal traits.

E. Learning Experiences
1. The student will review his evaluation of "Job Rewards" which was assigned in Unit I. He should select the ten rewards he values most highly and list them on paper. This task helps the student to identify some of his personal work values.
2. The student will interview either his mother or father if either has been employed in the same occupation for more than a year. The student should record in writing the title of the occupation and what the person likes and dislikes about the work. The student should then determine if he would like or dislike the job for the same reasons the parent stated.
3. Write examples of a few basic value statements on the board, discuss them and assist the class in expanding the list. Some examples are getting good grades, making a lot of money, and having many friends.
4. Develop with the class a list of words to be written on the board that represent personal traits or characteristics. The words may describe positive facets of personality, examples of good character, or any word that may contribute to an individual's success.

5. Develop a Self-Appraisal Form to be duplicated and distributed to the students. The form will include the following self-appraisal factors, but will not include the examples.
   a. School Subjects
      (1) List the academic subjects in which you do best.
      (2) List the academic subjects you like best.
      (3) List any school subjects in which you do well.
      (4) List any school subjects you like best.
   b. Make a list of your personal abilities. (e.g. neatness, physical strength).
   c. Make a list of your personal traits. (e.g. hardworking, persistent).
   d. List all school activities in which you participate.
   e. List your personal activities. (e.g. hobbies, clubs, sports).
   f. List your work experiences including family assigned tasks.
   g. Rate your ability to do the following in terms of better than average, average, less than average.
      (1) Mathematics
      (2) Reading
      (3) Science
      (4) Social Studies
      (5) Spelling
      (6) Writing Skills

F. Criterion-Referenced Objectives
   1. The student will list on paper three occupations he would choose if he were to begin working tomorrow. The student will state in writing why he prefers each occupation, each one not to exceed fifty words.
   2. The student will list on paper the five personal work values he feels are most important to him.
   3. The student will complete in writing all self-appraisal factors listed on the Self-Appraisal Form.

III. UNIT THREE

A. Career Concepts
   1. People work to satisfy various needs.
   2. Everybody makes career decisions.
   3. Career development proceeds through a person's working lifetime.
   4. The environment influences an individual's work role.
   5. Technology causes changes in our society.[20]

B. Unit Goals
   1. To familiarize the student with the general options available to him after high school.
   2. To define the basic terminology used in the language of occupations.
   3. To illustrate various sources of occupational information and to learn their use and location.
   4. To encourage students, through self-exploration, to try on occupations to see if they fit.[21]

C. Unit Objectives
1. The student will be able to discuss in class the options open to him after high school.
2. The student will be able to define orally the basic terminology used in the language of occupations.
3. The student will be able to demonstrate in practice his ability to use different sources of occupational information.
4. The student will be able to explore in writing the various aspects of his current occupational choice.

D. Lesson Content
1. Discuss the options a person has open to him after high school: work, further education, apprenticeship or training on-the-job, military service, marriage.[22]
2. Define: white-collar jobs, blue-collar jobs, professional, technical, managerial, clerical, and sales jobs; manual workers, apprenticeship, operatives, manual laborers, and service occupation.[23]
3. Compare the organization and use of the Occupational Outlook Handbook with the Dictionary of Occupational Titles, Vol. 1.
4. Discuss sources of occupational information within a student's personal environment, for example, family, friends, community, school and television.[24] Discuss how these factors influence a person's occupational choices.
5. Discuss the following aspects of work:
   a. Type of work (Consider the kind of work actually done, how interesting it is, the amount of challenge, its future in terms of demand, and the location.)
   b. Advancement
   c. Training required
   d. Salary and fringe benefits
   e. On-the-job satisfaction[25]
6. Discuss what career planning does not automatically guarantee. For example, systematic career planning does not govern the changes in the economy and will not guarantee a job for the individual. Career planning is developmental and it does not mean every individual will realize his occupational goal at a given time. Discovering one's interests and talents for some may take longer than for others, and may come about accidently or through pure luck. The latter number is few among the total workers however. It is also not unusual for a person to work at several jobs before settling into a comfortable career. Finally, consider that life is not a simple matter, and is frequently confusing to most of us. Successful career planning cannot solve all of the problems a person may encounter in his lifetime. It contributes, however, in preventing potential problems and enables a mentally and economically healthyindividual to cope with the others.

E. Learning Experiences

1. In cooperation with the English or Language Arts teacher, arrange for each class to visit and explore the central location of occupational materials in your school.
2. Divide the class into committees of two or three students. Each committee will be responsible for illustrating one of the fifteen basic occupational clusters as classified by the U.S. Office of Education.[26] Actual photographs, photographic slides, pictures from magazines, or student drawings may be used to illustrate each cluster.
3. Each student will make one tentative occupational choice. The student will then research his choice in the Occupational Outlook Handbook or refer to other sources if not in the Handbook. Thirdly, in order to test the validity of his choice, the student will study the twenty-five common job characteristics and requirements compiled by Dillon in 1975 and identify the characteristics which he is looking for in his occupation. Failing to find them in his choice or discovering characteristics which are objectionable to him, he should search for occupational alternatives in the Occupational Outlook Handbook.

The twenty-five common job characteristics and requirements, located in the Occupational Outlook Quarterly, Spring, 1975, are the following:

1. High school degree--high school diploma generally required.
2. Technical school or apprenticeship--some form of non-degree posthigh school training required.
3. Junior college--requires Associate in Arts degree.
4. College degree--requires at least a bachelor's degree. ("C" =BA degree; "G" =graduate work or first professional degree.)
5. Jobs widely scattered--jobs are located in most areas of the United States.
6. Jobs concentrated in localities--jobs are highly concentrated in one or a few geographical locations.
7. Works with things--job generally requires manual skills.
8. Works with ideas--uses one's intellect to solve problems.
9. Helps people--assists people in a helping relationship.
10. Works with people--job generally requires pleasing personality and ability to get along with others.
11. Able to see physical results of work--work produces a tangible product.
12. Opportunity for self-expression--freedom to use one's own ideas.
13. Works as part of a team--interacts with fellow employees in performing work.

14. Works independently--requires initiative, self-discipline, and the ability to organize.
15. Work is closely supervised--job performance and work standards controlled by supervisor.
16. Directs activities of others--work entails supervisory responsibilities.
17. Generally confined to work area--physically located at one work setting.
18. Overtime or shift work required--works hours other than normal daytime shifts.
19. Exposed to weather conditions--works outside or is subjected to temperature extremes.
20. High level of responsibility--requires making key decisions involving property, finances, or human safety and welfare.
21. Requires physical stamina--must be in physical condition for continued lifting, standing, and walking.
22. Works with details--works with technical data, numbers, or written materials on a continuous basis.
23. Repetitious work--performs the same task on a continuing basis.
24. Motivates others--must be able to influence others.
25. Competitive--competes with other people on the job for recognition and advancement.[27]

F. Criterion-Referenced Objectives
1. The student will list on paper three options available to him after completing high school.
2. The student will determine which source of occupational information is best for him, the Dictionary of Occupational Titles or the Occupational Outlook Handbook, and write down three specific reasons why he believes it is.
3. The student will select five occupational titles from the want ad column of a newspaper and, using any recent source of occupational information, write a job description for two of the titles.

PRE - POST TEST

Students will respond to the statements below by writing a "yes" or a "no" to the left of the number of the statement.

Correct Response		
no	1.	A job and a career mean the same.
yes	2.	White-collar jobs are now on the increase in the U.S.
no	3.	Salary is the most important part of work.
yes	4.	Work should cause a person to mentally feel good.
yes	5.	A career develops a life style for a person.
yes	6.	An example of aptitude is manual dexterity.
yes	7.	Your hobbies provide you with career clues.
yes	8.	An example of a craftsman is a bricklayer.
no	9.	The Dictionary of Occupational Titles provides salary information for occupations.
no	10.	Good career planning guarantees you a job after high school.

FOOTNOTES

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[2]Larry J. Bailey and Ronald Stadt, Career Education - New Approaches to Human Development (Bloomington: McKnight Publishing Co., 1973), p. 363.

[3]The Valuing Approach to Education, Set One (Gainesville: University of Florida, 1974), p. 35.

[4]Charles G. Spiegler and William B. Reiner, What to Do After High School (Chicago: Science Research Associates, 1971), p. 19.

[5]The Valuing Approach to Education, Set Three (Gainesville: University of Florida, 1974), pp. 75-77.

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[10]Ibid., pp. 20-21.

[11]The Valuing Approach to Education, Set Three, op. cit., pp. 75-77.

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[13]Charles G. Speigler and William B. Reiner, op. cit., pp. 18-21.

[14]The Valuing Approach to Education, Set One, op. cit., p. 35.

[15]Larry J. Bailey and Ronald Stadt, op. cit., pp. 366-367.

[16]Mildred McQueen, Ed., "Occupational Exploration and Choice", Research Report SRA, Part I (1970), 1-4.

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[18]The Valuing Approach to Education, Set One, op. cit., pp. 235-238.

[19]Dictionary of Occupational Titles, Vol. II (Washington, D.C.: U.S. Dept. of Labor, 1965), p. 653.

[20]The Valuing Approach to Education, Set One, op. cit., p. 35.

[21]Rupert N. Evans and others, op. cit., p. 31.

[22]Charles G. Speigler and William B. Reiner, op. cit., p. 3.

[23]Seymour L. Wolfbein and Harold Goldstein, Our World of Work (Chicago: Science Research Associates, 1970), pp. 29-43.

[24]Marjorie Cosgrove and Irma Unruh, Discovering Yourself (Chicago: Science Research Associates, 1969), p. 11.

[25]Facing Facts About Choosing Your Life's Work, pamphlet (Newark, N.J.: Prudential Life Ins. Co. of America), pp. 11-14.

[26]Randall L. Broyles, Career Education: A Differentiated Approach (Dover: Delaware State Board of Education, 1973), p. 69.

[27]Don Dillon, "Toward Matching Personal and Job Characteristics", Occupational Outlook Quarterly, XIX (Spring, 1975), 4.

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SUMMER CAREER
EXPLORATION PROGRAM

DEVELOPED AND IMPLEMENTED BY:

LEONARD BUNDY

DARL ROBESON

AUGUST, 1976

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SUMMER CAREER EXPLORATION PROGRAM

I. PHILOSOPHY

Controlled experiences outside the classroom are recognized as becoming increasingly important in the education of today's youth. In the Newark School District it is believed that these experiences can be extremely valuable in helping young people formulate career decisions. It is believed that exposure to various occupations represented in the businesses, industries, and service organizations of our community will provide our young people with a better basis for making career choices.

II. OBJECTIVES

A. To provide students with the opportunity to observe and/or participate in several career areas over a period of time ranging from two to seven weeks.

B. To provide students with experiences that will help them in formulating career goals.

C. To provide students with experiences that will help them gain a better understanding of the world of work.

III. PROGRAM DESCRIPTION

The Summer Career Exploration Program (SCEP) was designed to get students actively involved in exploring careers. During their school careers students are exposed to a considerable amount of career information. SCEP allowed them to participate in, rather than hear about, careers.

Most students spent four hours per day four days per week at given career sites. They were involved in activities related to those careers. On the fifth day, usually Friday, the students reported to Newark High School for sessions of sharing experiences or going on field trips to investigate careers not necessarily covered in the Program's weekly assignments.

Academic credit was awarded on the basis of the length of time a student participated in SCEP. One credit was awarded for seven full weeks of participation. Fractions of credit were awarded accordingly. Students kept logs of their time and activities.

Students were responsible for their own transportation. Parent permission was required for students participating in SCEP.

IV. SPONSOR SELECTION

Sponsores were solicited by the program coordinators through personal contact and via the telephone. Contacts were made through Glasgow High School's "Career Day" (see Career Education Project, Guidance Workshops 1975, Vol. 1), and through the "TOC" program at Newark High School (see Career Education Project, Guidance Workshops 1975, Vol. 1). These were the first people approached to participate in SCEP. Educational Resources Association, a public service association that provides educators with detailed information about career oriented field trips and guest speakers, provided a list of potential career sites and field trips.

V. ROLE OF SPONSORS

Sponsors were asked to provide a program that would expose a pre-determined number of students to the occupations represented in the organization.

1. Tours of installations
2. Orientation of the organization--its products and services, its policies and standards.
3. General orientation and description of various occupations represented in the organization.
4. Assignment of students to specific career areas for detailed exploration and, if possible, participation in various occupations.

Sponsors were asked to provide experiences that would encompass a four-hour day and a four-day week. The number of weeks that an organization participated was determined by the sponsor. All programs were to be at least four days in duration.

Sponsors determined prerequisites to be used in student placement:

1. Age of students
2. Educational background
3. Dates of participation in SCEP
4. Dress requirements
5. Career interests if pertinent

VI. ROLE OF PROGRAM COORDINATORS

The coordinators screened and chose participants from specifications drawn up by the sponsors. Each student was then oriented by the coordinators to his specific assignment. The coordinators visited the career sites periodically to check on the progress of the students. The coordinators were on call at all times for the convenience of sponsors as well as participants.

VII. SELECTION OF PARTICIPANTS

Initially all students in grades nine through eleven in the Newark School District were asked to complete a brief survey to assess student interest in SCEP. From this survey a list of students who expressed an interest in SCEP was compiled for use in future contacts.

As soon as it was determined that there was sufficient student interest, the coordinators began soliciting sponsors. When a sufficient number of career sites was obtained, the interested students were contacted in groups of 10-15. At this time they were asked to list the sponsors with whom they would like to spend some time during the summer.

All students who made a commitment were contacted individually or in small groups to sign a student agreement. In addition, parental permission was required.

Students were then assigned career sites of their choice depending upon availability of sites and the specifications of sponsors. Participants were then oriented to the expectations of the sponsors. In addition, they were oriented as to the kinds of career information to seek while at the sites.

VIII. EVALUATION

Sponsors were asked to evaluate each student as to his punctuality, attendance, personal appearance, attitude toward learning, and cooperation. In addition they were asked to comment on SCEP in general.

Students were asked to evaluate their experience in SCEP. They were to comment on the career site as well as the overall program.

IX. RECOMMENDATIONS

The planning for SCEP should begin in January. This would allow more time to solicit sponsors and to talk with students.

Students should be surveyed to determine their interest before soliciting sponsors. This would insure more student interest. There would also be a willingness on the part of the students to make firmer commitments to the program.

SUMMER CAREER EXPLORATION PROGRAM

When? Summer'76

How Long? 7 weeks. June 14 - July 30.

Do What? Participate in and observe careers in the local area.

Wages? 1 credit toward graduation plus super career experience.

Please fill this form out completely and return it to your home-room teacher now!

_____ _____

NAME H.R. TEACHER

Check the appropriate space:

( ) I am interested in learning more about such a program.

( ) I am not interested.

TO:_____ H.R._____

April 30, 1976

Some time ago you expressed some interest in a summer career exploration program that is hopefully going to get underway on June 14.

Let me bring you up to date.

We are presently securing sponsors in our community who would be willing to provide career exploration experiences for students in the Newark School District. Generally the program would schedule students at cooperating sites for four days a week, four hours a day. The student would then be scheduled at another site for another experience. The following is a partial list of organizations that have expressed an interest in becoming involved in our program:

Avon Corporation
Chrysler Corporation
The Wilmington Medical Center
Newark City Government
The State Police
Newark Police
Marine and Navy Recruiters

We are confident many more will participate. We have not met with one negative response to our program.

The program's duration is from June 14 - July 30. We plan to issue 1 credit for seven weeks' participation, 1/2 credit for five weeks, and 1/4 credit for two and one-half weeks.

Students will be responsible for their own transportation to job sites and will be expected to comit themselves to complete the program. Students will be assigned to sites based partly upon career interests.

If you still have a strong interest in being considered as a candidate for one of the slots, talk about it at home, complete the form below, and drop it in the Career Corner.

.....

NAME: _____ HOMEROOM TEACHER _____

GRADE: _____ AGE: _____

FREE PERIOD: _____ DO YOU DRIVE? _____

SUMMER CAREER EXPLORATION PROGRAM

Sponsor Agreement

Organization: _____

Address: _____

_____

Contact Person: _____

Phone Number: _____

How many students can you accommodate for each week of exploration? _____

The program is scheduled to operate between June 14 and July 30 (seven weeks)

How many weeks will you be able to participate? _____. From _____

to _____.

What would be the students' daily time schedule? From _____ to _____.

To what specific careers will the students be exposed?

_____ _____

_____ _____

_____ _____

_____ _____

Very briefly describe the activities that will be arranged for the students.

_____

_____

_____

_____

_____

_____

Sponsor Agreement (continued)

List any general requirements for participants, i.e., age, dress, interests, etc. _____

_____

_____

_____

Although the program is planned for students to spend a minimum of one four-day week with each sponsor, some sponsors may prefer to schedule the students for a longer period of time. Would you? _____.
How many weeks? _____.

Please return this form to:

Mr. Bud Robeson
Career Guidance and Placement Counselor
Newark High School
East Delaware Avenue
Newark, Delaware 19711

Please direct questions and comments to:

Mr. Len Bundy
Glasgow High School
731-2391

Mr. Bud Robeson
Newark High School
731-2155

SPONSORS	June 14-17	June 21-22	June 28-2	July 5-8	July 12-15	July 19-22	July 26-29
Newark Emergency Center	Varies 6 students	Varies 6 students	Varies 6 students	Varies 6 students	Varies 6 students	Varies 6 students	Varies 6 students
Chrysler		12-4 3 students	12-4 3 students	12-4 3 students	12-4 3 students	12-4 3 students	12-4 3 students
Delaware State Police	4-8 1 student	24 hours 5 students	4-8 1 student	4-8 1 student	4-8 1 student	4-8 1 student	
Physical Therapy	1-5 1 student	1-5 1 student	1-5 1 student	1-5 1 student	1-5 1 student	1-5 1 student	1-5 1 student
A.I. duPont Institute	8-12 4 students	8-12 4 students	8-12 4 students	8-12 4 students	8-12 4 students	8-12 4 students	8-12 4 students
WNRK	10-2 1 student	10-2 1 student	10-2 1 student				
Weekly Post	11-3 2 students	11-3 2 students	11-3 2 students	11-3 2 students	11-3 2 students	11-3 2 students	11-3 2 students
Newark Police	9-3 2 students	9-3 2 students	9-3 2 students	9-3 2 students	9-3 2 students	9-3 2 students	9-3 2 students
U.S. Air Force Recruiters	12-4 1 student	12-4 1 student	12-4 1 student	12-4 1 student	12-4 1 student	12-4 1 student	12-4 1 student
Newark Day Care Center	8:30-12:30 4 students	8:30-12:30 4 students	8:30-12:30 4 students	8:30-12:30 4 students	8:30-12:30 4 students	8:30-12:30 4 students	8:30-12:30 4 students
Avon	7:30-11:30 3 students	7:30-11:30 3 students	7:30-11:30 3 students	7:30-11:30 3 students	7:30-11:30 3 students	7:30-11:30 3 students	7:30-11:30 3 students
Dr. Waxman Dentist	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students
S.P.C.A.		8:30-12:30 2 students	8:30-12:30 2 students		8:30-12:30 1 student		

VI-B

SPONSORS	June 14-17	June 21-22	June 28-2	July 5-8	July 12-15	July 19-22	July 26-29
D.Y.F.H.	9-1 1 student	9-1 1 student					
Newark School District		8-12 1 student	8-12 1 student	8-12 1 student	8-12 1 student	8-12 1 student	8-12 1 student
Delaware State Hospital	8-12 3 students	8-12 3 students	8-12 3 students	8-12 3 students	8-12 3 students	8-12 3 students	8-12 3 students
U.S. Navy Recruiters	9-1 2 students	9-1 2 students	9-1 2 students	9-1 2 students	9-1 2 students	9-1 2 students	9-1 2 students
Glasgow High School Ag. Department		9-1 5 students	9-1 5 students	9-1 5 students	9-1 5 students	9-1 5 students	9-1 5 students
Wilmington Medical Center	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students	8-12 2 students
Markers' Florist	8:30-12:30 1 student						
U.S. Marines Recruiters				9-1 1 student	9-1 1 student	9-1 1 student	9-1 1 student

DATE_____

REGISTRATION FORM FOR SUMMER CAREER EXPLORATION PROGRAM

NAME_____
(last) (first) (middle initial)

ADDRESS_____

DEVELOPMENT_____ AGE_____ SEX_____

SCHOOL_____ TELEPHONE_____

1. Do you have a driver's license?_____

2. Do you have any health limitations?_____(Dust-allergic person cannot house-clean.) If so, what?_____

3. When is your birth-date?_____ _____ _____
month day year

4. What special talents or abilities do you have?_____
(i.e., teaching guitar, art work, typing, swimming, bookkeeping, welding, etc.)

5. From your list of career sites, please list, in order of priority, five or more sites you would like to be considered a candidate for.

_____ _____

_____ _____

_____ _____

_____ _____

6. Are you a candidate for the entire seven-week experience?_____
If not, please check the weeks for which you are seeking spots.

Week of June 14 _____
Week of June 21 _____
Week of June 28 _____
Week of July 5 _____
Week of July 12 _____
Week of July 19 _____
Week of July 26 _____

DATE_____

Dear Parent:

Your son/daughter _____ has been chosen to participate in our Summer Career Exploration Program. Through this program students will be exposed to various careers with the opportunity to observe and/or participate in several career areas over a period of time ranging from June 14 to July 30. They will be involved four hours per day, four days per week with the fifth day, normally Friday, will be spent at school or on field trips. Students will receive from ½ to 1 credit depending upon the number of weeks they participate.

Students are required to provide their own transportation to and from career sites.

If you agree to allow your son/daughter to participate in the Summer Career Exploration Program, please fill out the form at the bottom. If you have any questions, please feel free to contact us.

Mr. Len Bundy
Glasgow High School
731-2391

Mr. Bud Robeson
Newark High School
731-2155

. . . . . .

PERMISSION SLIP

_____ has my permission to participate in the
Name
Summer Career Exploration Program. He/She will provide his/her own transportation.

Parent Signature_____

SUMMER CAREER ASSIGNMENT

NAME: _____

ADDRESS: _____

_____

PHONE: _____

AGE: _____ SCHOOL: _____

ASSIGNMENT - WEEK OF _____ TO _____

CAREER SITE: _____

_____

_____

CONTACT PERSON: _____

PHONE: _____

DAILY SCHEDULE: _____ TO _____

DRESS REQUIREMENTS: _____

_____

JOB ANALYSIS SHEET

1. Name of career: _____

2. Brief summary of duties included in this career:

_____

_____

_____

_____

3. Work performed on the job in this career:

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

4. Techniques, methods, media, processes, etc., which must be known--what skills must you posses?

_____

_____

_____

_____

5. With what kinds of people or other workers do people in this career work?

_____

_____

6. What occupations normally lead to promotion to this occupation?

_____

_____

_____

7. What are the minimum qualifications for employment?

a. Education: _____

_____

b. Special Training (specific courses): _____

_____

_____

_____

c. Experience: _____

_____

d. Personal Qualities: _____

_____

8. What are desirable qualifications for maximum success?

a. Education: _____

_____

b. Special Training: _____

_____

c. Experience: _____

_____

d. Personal Qualities: _____

_____

9. If employment conditions in this occupation were not too good, to what other occupations could workers transfer with maximum use of skills and knowledge and minimum loss of income and prestige?

_____

_____

SUMMER CAREER EXPLORATION PROGRAM

STUDENT LOG OF ACTIVITIES

Student's Name _____ Title of Approved Program (Experience) _____

Institution/Business: _____

Cooperating Sponsor: _____

Log Sheets to be Submitted: Weekly____ Bi-Weekly____ Monthly____

Date	No. of Hrs.	Type of Activity (Experience)

SCEP

PROGRAM EVALUATION

NAME _____ SPONSOR _____

Please check the items that are appropriate for you.

I. I participated in The Summer Career Exploration Program in order to:
- ____a. Investigate a teneative career choice
- ____b. Explore a career field that might lead to a career choice
- ____c. Other (explain) _____

II. For those who checked (a) in I.
My participation in "SCEP" has resulted in:
- ____a. My career choice being strengthened greatly
- ____b. My career choice being strengthened some
- ____c. My career choice remaining the same
- ____d. My career choice weakening somewhat
- ____e. My career choice changing completely

III. For those who checked (b) in I: Please rank the following statements in the order that best describes your reaction to your exploratory experience.
My participation in "SCEP" has resulted in:
- ____a. A desire to learn more about the career that I observed
- ____b. A desire to learn more about careers related to the career that I observed
- ____c. A desire to explore careers not related to the one that I observed

IV. As a result of my experience in "SCEP" my ideas about the way people function in the world of work:
- ____a. Have changed greatly
- ____b. Remained the same

Explain your choice. _____

V. As a result of my experience in "SCEP", I have learned that the expectations of employers toward the personal characteristics of employees:
- ____a. Is about what I expected
- ____b. Is much different from what I expected

VI. The employment needs for the career that I observed appear to be:
- ____a. Growing
- ____b. Stable
- ____c. Poor

VII. Do you feel that the knowledge about careers and the world of work that you have acquired in your school experience is consistent with what you have observed?

SPONSOR EVALUATION FORM

_____ _____

Student Sponsoring Organization

Please rate the above student in the following areas using a scale from 1 to 5 with 5 being excellent:

1. _____ Punctuality

2. _____ Attendance

3. _____ Personal Appearance

4. _____ Attitude Toward Learning

5. _____ Cooperation

Please comment on the Summer Career Exploration Program.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature of Sponsor

Career Education Instructional System
NEWARK SCHOOL DISTRICT • P.O. BOX 360 • NEWARK, DE 19711 • (302) 731-2328

TO:

FROM:

RE:

_____ was actively involved in the Summer Career Exploration Program which gave students an opportunity to explore various careers by actually participating in on-the-job experiences. _____'s program included the following career sites:

_____

_____

_____

Please consider this memorandum a report and a recommendation for a young person who gave up leisure time to investigate careers so that future goals might by formulated based upon sound personal experience.

Please include this report with this student's permanent records so it might serve as a future recommendation.

Thank you.

Career Education Instructional System
NEWARK SCHOOL DISTRICT • P.O. BOX 360 • NEWARK, DE 19711 • (302) 731-2328

August 1, 1976

We would like to take this opportunity to express our appreciation for the important part you played in making the Newark School District's Summer Career Exploration Program such a success.

During the seven weeks this program was in operation, more than fifty young people gained invaluable career experiences in some twenty-two business, industrial, and service organizations in New Castle County.

Success of the program was extremely predictable--with sponsors such as you and the organization you represent, we couldn't go wrong. Organizing a program for these young people was no small task on your part. You accepted the challenge and the students are better off for it.

We all thank you.

Sincerely yours,

Bud Robeson
Newark High School

Len Bundy
Glasgow High School

/jpw

A P P E N D I X . G

FORMAT GUIDELINES FOR CURRICULUM DEVELOPMENT

FORMAT FOR CE CURRICULUM DEVELOPMENT

Unit Title: _____

1. Unit Overview:

Subject areas will be subdivided into units of instruction. An overview of each unit should be provided to give teachers and students alike the rationale for the unit and how it fits into the total course offered.

2. Unit Content Outline:

3. Career Information: (optional)

Unit Title: _____

Unit Objectives:

Unit objectives are instructional objectives and must be stated in terms of student outcomes (as opposed to goals which are often stated in broad terms). These objectives are more definite in that certain observable behaviors are expected and/or recorded.

Unit Objective: _____

CRO 1. _ _ _ _ _ _ _ _ _ _ _ _ _

CRO 2. _ _ _ _ _ _ _ _ _ _ _ _ _

Criterion-referenced objectives (CRO) are specific student performance instructional tasks which direct evaluative observations can be made. Several important aspects of criterion-referenced objectives are normally included in thier formulation: The conditions under which the skill/knowledge should be performed; specific demonstrable behavioral tasks which should be performed; and the criteria of acceptability. For axample, mastery, or 80% correct in a given time period, etc.

The objectives are appropriate for short term or daily lesson activities within a unit structure. Often more than one CRO can be incorporated into short term lesson activities.

NEWARK SCHOOL DISTRICT CAREER EDUCATION PROJECT

Learning Activities:

Identify specific activities in which the student is to participate. Comments on the instructional approach, interdisciplinary activities, specific discipline involvement, time requirements, etc., may also be appropriate.

Materials:

Identify support needed in terms of resource people, materials, field trips, equipment, texts, references, etc.

Unit Title: _____

Evaluation:

Where appropriate, each unit should include a pre and post test of unit objectives. Pre and post tests do not have to be of the pencil and paper type. Items such as projects and oral reports are appropriate. The source of pre and post test items should be the unit and criterion-referenced objectives developed for the unit.

GOALS AND OBJECTIVES

Introduction

The use of "performance" or "behavioral" objectives in curriculum development often results in confusion regarding terminology and mixed reactions because of philosophical reasons or lack of experience in their use.

The purpose of this handout is to introduce workshop participants to the terminology used in the curriculum development format, highlight the similarity and differences of these terms, and provide illustrations of their own. This is not intended as an instructional unit or performance objectives. It is the intent of the instructor that this will serve as a useful tool or reference as participants proceed through their curriculum development activities.

Terms and Applications

Goal: A broad statement of curriculum intent. These statements usually are not behaviorally stated and relate to statements concerning grade level accomplishments or accomplishments within subject areas at grade levels.

Example 1: To further develop the student's ability to communicate, both orally and in writing.

Example 2: To expand student understanding of the interdependence of workers and consumers.

Unit Objective: These objectives are stated in performance terms. They are instructional objectives and must be stated in terms of student outcomes--the performance to be measured. A unit objective should have two components.

1. an appropriate performance verb
2. identification of the learner

(Usually a unit objective does not attempt to specify either the conditions under which the act will occur or the criteria for acceptable performance).

Example 1: The student will be able to write a correct business letter to an adult inquiring about a field trip or guest speaker.

Example 2: The student will be able to discuss orally the interdependence between coastal communities and other communities.

Criterion-Referenced Objectives (CRO): These objectives identify specific student instructional task which provide for direct evaluation by observations. Whenever possible a CRO should contain the following components:

1. Given: any information or tools to be provided the learner
2. The Learner: who is to perform the action
3. Action Verb: the performance to be measured
4. Criteria for Acceptable Response: specifying the acceptable student response
5. Conditions: any special conditions required to perform the task

Example IA: The student will be able to write at least one business letter to include the heading, the body, the salutation, and the complimentary close. The letter will contain no grammatical errors.

Example IB: The student will be able to write a paragraph listing at least three duties involved in the jobs of each guest speaker.

Example 2A: The student will be able to state five services provided for inland communities by the coastal community.

Example 2B: The student will be able to state five services provided for coastal communities by the inland community.

Example 2C: Given a specific change in a coastal community, the student will be able to list three effects on inland communities.

Final Considerations: The philosophical argument regarding the degree of use of performance objectives and criterion-referenced objectives has been purposely avoided. Whenever possible, all anticipated curricular outcomes should be stated in performance terms; however, it is recognized this may not always be possible or even desirable.

THE QUALITIES OF MEANINGFUL OBJECTIVES

You already know that a statement of an objective describes a desired state in the learner. You also know that you have successfully achieved your objective when the learner can demonstrate his arrival at this state. But how do you write the objective to maximize the probability of your achieving it? What are the characteristics of a meaningfully stated objective?

Basically, a meaningful stated objective is one that succeeds in communicating to the reader the writer's instructional intent. It is meaningful to the extent it conveys to others a picture (of what a successful learner will be like) identical to the picture the writer has in mind. Since a statement of an objective is a collection of words and symbols, it is clear that various combinations may be used to express a given intent. What you are searching for is that group of words and symbols that will communicate your intent exactly as you understand it.

A meaningfully stated objective, then, is one that succeeds in communicating your intent, the best statement is the one that excludes the greatest number of possible alternatives to your goal. Unfortunately, there are too many "loaded" words, words open to a wide range of interpretation. To the extent that you use ONLY such words, you leave yourself open to misinterpretation.

Consider the following examples of words in this light:

WORDS OPEN TO MANY INTERPRETATIONS	WORDS OPEN TO FEWER INTERPRETATIONS
to know	to write
to understand	to recite
to be aware	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp	to construct
to enjoy	to list
to believe	to compare
to have faith in	to contrast

What do you mean when you say you want a learner to "know" something? Do you mean that you want him to be able to recite, to solve, or to construct? Just to tell him that you want him to "know" tells him little--the word can mean many things.

Though it is all right to include such words as "understand" and "appreciate" in a statement of an objective, the statement is not explicit enough to be useful until it indicates how you intend to sample the "understands" or "appreciates," you have described very little at all. Thus, the statement that communicates best will be one that describes the terminal behavior of the learner well enough to preclude misinterpretation.

How can you write objectives that will describe the desired behavior of the learner? Well, there must be any number of schemes for doing so, but the method that is described is the one that is known to work, and it is the one found to be the easiest to use.

FIRST, identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.

SECOND, try to define the desired behavior further by describing the important conditions under which the behavior will be expected to occur.

THIRD, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

Although each of these items might help an objective to be more specific. It will not be necessary to include all three in each objective. The objective is to write objectives that communicate; the characteristics described above are merely offered as guides to help you know when you have done so. You do not work on an objective until it demonstrates these characteristics; rather, you work on it until it clearly communicates one of your intended educational outcomes and you write as many statements as you needed to describe all your intended outcomes.

USEFUL WORDS FOR EXPRESSING OBJECTIVES IN BEHAVIORAL TERMS

Level 1 (simple behavioral objectives)	Level 2 (behavior requiring application of more complex mental operations)	Level 3 (behavior showing that student has firm grasp of major concept or shows original thought)
find	prove	generalize from data
gather data	organize data	synthesize
investigate	analyze	infer
describe	apply	discuss critically
make	distinguish between	predict
to compute	construct	deduce
measure	devise a method	integrate
prepare	plot a graph	propose reasons and defend them
manipulate apparatus	state a problem	formulate hyphtheses
use	identify the variables	reorganize
recognize	contrast	discover
examine	compare	manipulate ideas
identify	specify limitations and assumptions	
recognize and cite evidence for	suggest	
classify	differentiate	
illustrate	relate	
	discriminate	
	reformulate	
	justify	
	estimate	
	interpret	

A P P E N D I H

CAREER EDUCATION INSTRUCTIONAL RESOURCE UNITS

H-1 CAREER EDUCATION RESOURCE UNITS - ELEMENTARY SCHOOL KINDERGARTEN

H-2 CAREER EDUCATION RESOURCE UNITS - ELEMENTARY SCHOOL GRADE ONE

H-3 CAREER EDUCATION RESOURCE UNITS - ELEMENTARY SCHOOL GRADE TWO

H-4 CAREER EDUCATION RESOURCE UNITS - ELEMENTARY SCHOOL GRADE THREE

H-5 CAREER EDUCATION RESOURCE UNITS - ELEMENTARY SCHOOL GRADE FOUR

H-6 CAREER EDUCATION RESOURCE UNITS - ELEMENTARY SCHOOL GRADE FIVE

H-7 CAREER EDUCATION RESOURCE UNITS - SPECIAL PROGRAMS

H-8 CAREER EDUCATION RESOURCE UNITS - MIDDLE SCHOOL VOL. I

H-9 CAREER EDUCATION RESOURCE UNITS - MIDDLE SCHOOL VOL. II

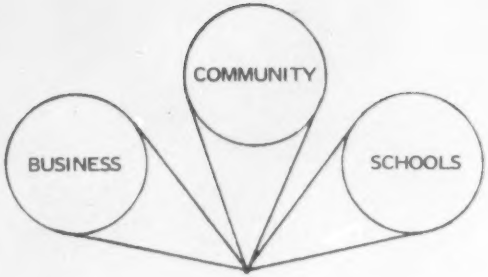
These Appendicies have been submitted under separate cover to this report.

A P P E N D I X I

EDUCATIONAL TESTING SERVICE

INDEPENDENT EVALUATION REPORT

This Appendix will be submitted under separate cover to this report.



WHAT DO THEY HAVE IN COMMON?

Education, business and the community deal with the same population at different times in life. What affects students in school now is bound to affect them later when they begin their careers. Although business-community organizations and education are very different in philosophy, economic base and authority structure, it is essential to the well-being of society that they understand each other and work cooperatively toward assisting students in developing career goals.

A PROBLEM EXISTS

Students need realistic information concerning career opportunities long before they graduate from high school. Teachers desire to work cooperatively with business, industry and the community to provide this information. However, many teachers are unaware of what community resources are available or how to utilize them most effectively in the classroom.

CAN ERA SOLVE THIS PROBLEM? YES!

ERA has:

- Produced a comprehensive catalog containing over 1,000 community-business resources (initially guest speakers and field trips) which will provide information on careers and related topics.
- Developed an efficient procedure to make these resources readily available for teacher utilization.

HOW WILL ERA WORK?

ERA:

- Obtains resource information (initially guest speakers and field trips) from business, industry, labor and public service and assembles it into an easy-to-use catalog.
- Maintains a central office to control the "use-frequency" of each resource to assure that the burden of increasing educational requests will be shared equitably.
- Provides guidelines and assistance in planning and preparing for each activity.
- Provides a method of feedback to enable the community organization and the teacher to continuously improve each activity.

ERA BENEFITS THE SCHOOLS AND COMMUNITY BY:

1. Providing students with realistic information concerning possible careers.
2. Extending the experience of students beyond the classroom, thus increasing their motivation to learn.
3. Helping students relate the skills they are learning in school to the skills required in various careers.
4. Preventing the overuse of any one resource.
5. Allowing more time for resource activity preparation through controlled scheduling.
6. Making it possible for school programs to have input from community organizations.
7. Promoting a positive image of the business world among students and educators.

ERA DIRECTORS

Douglas M. Hill / John W. Reynard
83 East Main Street
Newark, Delaware 19711
(302) 731-2425

EDUCATIONAL RESOURCES ASSOCIATION

* * * * * * * *

ERA is a nonprofit public service association sponsored initially by selected New Castle County school districts and business organizations. It was formed to increase student understanding of the community and business environment and to provide exposure to career possibilities.